DOCUMENT RESUME

ED 211 848 CE 031 263

TITLE	Trends in Business Education. Spring 1981.
INSTITUTION	California State Dept. of Education, Sacramento.
SPONS AGENCY	Department of Education, Washington, D.C.
PUB DATE	81
NOTE	51p.
AVAILABLE FROM	California State Dept. of Education, 21 Capitol Mall, State Education Bldg., Sacramento, CA 95814.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Accounting; Bilingual Education; *Business Education; Business Education Teachers; Computer Assisted Instruction; Computer Oriented Programs; Cooperative Education; Cooperative Programs; *Disabilities; Disadvantaged; *Distributive Education; *Educational Change; *Educational Innovation; Fashion Industry; Futures (of Society); Individualized Instruction; Inplant Programs; Instructional Innovation; Legal Assistants; Office Occupations Education; Postsecondary Education; Program Development; Real Estate; School Business Relationship; School Holding Power; Secondary Education; Secretaries; Student Recruitment; Teacher Education; Two Year Colleges; Word Processing
IDENTIFIERS	*California; Entrepreneurship; Small Business Management

ABSTRACT

Written by California teachers and administrators involved in distributive and office education at the secondary and community college levels, these 24 articles present information on new methods of instruction and uses of technology occurring in the business world and in education. Topics covered include Centers for Business Teacher Education, new supplements to the California Business Education Guide, industry and education cooperation, educational challenges of the 1980s, business education in the 1980s and the role of the California Business Education Association (CBEA), a systematic approach to business education program planning, an integrated approach to word processing training, computer use in accounting programs, implementing computer-assisted instruction for disadvantaged business education students, teaching disadvantaged students, cooperative distributive occupations programs, the community classroom concept, California business education and the youth initiative, Comprehensive Employment and Training Act secretarial program, instructional program for bilingual executive secretaries, individualized instruction in typewriting for handicapped students, CBEA Award of Excellence, student recruitment and retention, career opportunities for paralegals, California Association of Distributive Educators, fashion merchandising program for handicapped students, class in small business management, real estate programs, and entrepreneurship programs. (Insets contain information reflecting trends from various news sources.) (YLB)

CALIFORNIA STATE DEPARTMENT OF EDUCATION • Wilson Riles—Superintendent of Public Instruction • Sacramento, 1981

ED211848

Trends in Business Education

Spring 1981

CE031263

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Printed by the Office of State Printing and
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1981

Preface

A *trend* is defined as a direction of movement, a prevailing tendency or inclination, a general movement, a current style or preference, or a line of development. Business teachers are change agents, and in 1981 they need to be aware of new methods of instruction and uses of technology occurring in the business world as well as in education.

Trends in Business Education attempts to include a wide variety of information which will challenge business educators to implement changes.

This publication presents articles written by California teachers and administrators involved in distributive and office education at the secondary and community college levels. Information that reflects trends from a number of news sources is also included.

The spring, 1981, issue represents the coordinated effort of the State Department of Education's business education staff; Office of the Chancellor, California Community Colleges; and California State University, Los Angeles.

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Centers for Business Teacher Education

Gary E. Thompson, Program Manager, Business Education
California State Department of Education, Sacramento

In April of 1979, a group of California business educators was selected by the State Department of Education as members of a business education advisory committee. This group had broad representation, including office and distributive education classroom teachers, teacher educators, school site and county administrators, students, and representatives from business and industry. Identifying the critical needs in business education for the period 1979 through 1982 and recommending strategies for meeting the needs were the committee's tasks.

Not surprisingly, the committee assigned the highest priority to preparing and maintaining qualified business education teachers. To accomplish this task, the committee recommended that a statewide network of coordinated preservice and in-service educational activities be established.

On the basis of recommendations from the advisory committee and a steering committee of teacher educators, the State Department of Education and the Chancellor's Office of the California Community Colleges, in a joint effort, contracted with three state universities to serve as Centers for Business Teacher Education. The primary purpose of these Centers is to provide a program of preservice and in-service education for teacher candidates and practicing secondary (including ROP/C and adult) and community college personnel. As the three Centers become established, additional activities, such as research, curriculum development, dissemination, and internship projects may be conducted.

These Centers for Business Teacher Education are located at California State University, Fresno (CSUF) to serve the central valley region of California; San Francisco State University (SFSU) to serve the coastal region; and California State University, Los Angeles (CSULA), to serve the southern region. California State University, Chico, will provide service to the far northern California counties as a satellite to the Fresno Center.

Professional staff at each Center for Business Teacher Education will include a coordinator, an office education specialist, and a distributive education specialist, who all will be responsible for delivering profesional development programs to business educators in the region served by the respective Center. Coordinators of these centers are Dwayne Schramm, CSUF; Wilmer Maedke, CSULA; and William Winnett, SFSU.

Each Center has an advisory committee comprised of community college and secondary school business education practitioners. This committee assists Center staff to identify needed in-service training and related strategies for delivering the activities. To ensure coordination with business education professional organizations, the California Business Education Association (CBEA) and the California Association of Distributive Educators (CADE) have a major role in the advisory committee activities.

While most in-service activities are tailored by the respective Center for the region served, several statewide activities are to be conducted. For example, the CSUF Center will conduct two statewide word processing conferences during 1980-81. The CSULA Center will conduct a statewide distributive education conference in addition to special projects for the DECA and FBLA student organizations. The SFSU Center will conduct a statewide banking conference and special projects for the disadvantaged and handicapped.

These Centers for Business Teacher Education are a new concept in California business teacher education. While the full impact of this effort will not be realized for a number of years, immediate benefits will occur for those who participate in Center activities.

I encourage each of you as business educators to become informed about the Center serving your geographical region. Communicate your needs to the Center staff and to the advisory committees so that grass roots recommendations will be heard. If each of you becomes a user of Center services, this cooperative effort will have a significant impact on the improvement of business teacher education in California in the years to come.

New Supplements to the California Business Education Guide (CBEG)

Stephanie Twomey, President, Planning Associates, Merced

Between September, 1979, and September, 1980, I had the great pleasure of working with a number of professionals throughout the state, including my colleague, Ira Nelken, President of Ira Nelken & Associates, in Chico, California. We spent one full year developing four new supplements to the *California Business Education Program Guide for Business and Office Occupations (CBEG)*, published in 1973 by the California State Department of Education. These included word processing, legal secretarial, banking/finance, and medical secretarial.

The project involved a four-phase process. Beginning with a literature search, we tried to identify any new work that had been conducted since 1972 which would be helpful in the development of the four guides. We also searched the Vocational Education Resources Information Center (VERIC) for existing guides to avoid duplicating what others had already published. We found that the research included in the first *CBEG* was still valid, and few instructional materials or curriculum guides existed to which we could refer.

The project's second phase involved task analysis studies with representatives of business and industry throughout the state.

In phase three, individuals throughout the state were identified who represented secondary, community college, ROP, and adult education programs and who were willing to participate on task forces to develop the guides.

In phase four the actual writing occurred. Material drawn from the transcripts of task force meetings was woven into four curriculum guides. As the guides were completed, the review process began, and each guide was sent to members of the appropriate task force for their suggestions and/or approval.

The introductory section to each guide reflects its developmental process. In this section the instructor will find a summary of the literature used, a rationale, and current Department of Labor statistics on employment. The banking/finance supplement contains a career ladder, which may be helpful in illustrating to students where possible career paths might take them in the banking/finance world. Each supplement is also organized according to the same format, which we hope will be particularly useful for instruction.

Each guide contains from nine to 16 modules. Each one begins with a set of objectives and specifies a competency level per objective. Possible instructional strategies are suggested next, using ideas that originated from the task force members and that they themselves have used in their own teaching experience. The third and fourth parts of each module include pretests and post-tests, which take various forms. Some are paper-pencil tests, others are performance tests, and still others involve creative activities and teacher judgment. In every case there is at least one pretest and one post-test per module, and sometimes there is more than one. Finally, each module contains a section which describes additional material. To be all inclusive with respect to additional materials was impossible, but the intent was to suggest to the instructor that many more resources are available which are well worth investigation

The guides tend to reflect different styles of teaching, and yet the material in all four guides can be used in the same classroom, particularly in interpersonal development.

Each guide contains a substantial number of diagrams, and all material has been tested and found to be instructionally useful. The banking/finance and legal secretarial supplements contained so much material which we wanted the instructors to have that arrangements were made for some of it to be available through the Business Education Data Dissemination System (BEDDS), which is a component of the Vocational and Occupational Information Center for Educators (VOICE) offered by the Vocational Education Unit, State Department of Education. In the BEDDS,

the banking/finance instructor will find many more strategies and competency tests to accompany the modules presented in the guide. The legal secretarial instructor will find a whole set of legal terminology lessons which are equally useful. These were developed by Alice L. Holst (retired) of Vintage High School, Napa Unified School District, and she very graciously allowed us to include these in BEDDS.

The guides tend to reflect different styles of teaching. The word processing supplement, for example, tends to be less traditional than the legal secretarial supplement, and yet the material in all four guides can be used in the same classroom, particularly in the area of interpersonal development.

Naturally, it is hoped that these guides will be useful for many years, just as the *CBEG* has worn well since 1973. Task force members identified what they thought were several trends in business education, and they made every effort to develop guides which were responsive to them and, therefore, would be useful for a considerble length of time.

Increasingly sophisticated technology will develop in the four areas addressed by the guides. The commitment of even small businesses to word processing indicates where businesses are going technologically. Let it be stressed, however, that sophisticated technology is all for naught if students lack basic skills. That is why, for example, it is possible to present a curriculum guide in word processing which can even be used in those schools that cannot afford expensive hardware. Students need the basic skills; then they must not be afraid to learn the new technology. The rest will follow.

State SAT Scores

Test scores of California's college-bound high school seniors declined again in 1980 but remained slightly above national averages, according to a recent report from the State Department of Education.

On college entrance mathematics tests, California high school seniors averaged a score of 472, down one point from last year, but still six points above the nationwide average.

On the verbal, or language skills, portion of the test, California students averaged 424, exactly the same as the national average but four points lower than 1979 scores.

Industry and Education: The Team of the Eighties

Janet F. Hunt, Office Methods Analyst, General Services Division
Standard Oil Company of California, San Francisco

Both industry and education must accept responsibility for meeting the challenges of the eighties. One of the greatest challenges we face during this decade is that of providing enough qualified candidates to fill the ever-increasing number of typist/word processor/secretarial positions.

As a former business education teacher, I am familiar with industry's cry that "good secretaries are hard to find." Business educators have long been echoing that comment with one of their own—"good secretarial students are hard to find."

The Department of Labor reports that, out of 300 work classifications, more jobs are opening up in the secretarial field than in any other. New positions are being created at the rate of 440,000 per year in public and private sectors. About 20 percent of these new jobs are going unfilled because of the lack of qualified candidates. Statistics show that secretarial needs may exceed the supply by as much as 250,000 by 1985.

What is industry doing to cope with this acute secretarial shortage? Some companies have lowered their standards for employment but still cannot fill all vacant positions. As a result, production suffers, and training is necessary to bring people's skills up to acceptable productivity standards. Other companies offer additional in-house skills training for upgrading employees or have assumed the role of training agency for federal or state training programs.

During my first year with Standard Oil Company, I administered spelling, punctuation, shorthand, and typing tests to over 1,000 candidates who were applying for typist/steno positions with our company. More than half of these applicants could not pass our spelling test, and less than 50 percent of that group passed the punctuation test. In other words, only three out of ten applicants were able to demonstrate basic grammar skills. In 1980, testing activity has almost doubled, but the number of applicants who have successfully passed our testing requirements remains about the same.

To become an entry-level typist with our company, a person not only must possess basic English grammar skills but also must be able to recognize grammatical errors within correspondence and make appropriate editing changes. In the office of the future, other important attributes will be the ability to work as a team member, flexibility, adaptability, and good organizational skills. The importance of good communication skills cannot be overemphasized. These are all critical skills for anyone seeking employment in the secretarial field.

For 15 years, my business classes included time-consuming drills in spelling, proofreading, and word usage, along with exercises to build typing and shorthand skills. However, from a realistic standpoint, any training undertaken by industry must be on a fast turn-around basis. Under these conditions, remedies for major spelling and English grammar deficiencies cannot be accomplished.

From my association with other industry representatives, I know that Standard Oil's difficulty in locating and hiring skilled secretaries is shared by many corporations. Industry looks to high school, ROP, adult education, and community college business programs to provide most of the people needed to fill vacant secretarial positions. Advanced typing, shorthand, and secretarial courses have been suffering declining enrollments over the past ten years. With the passage of Proposition 13, many of these small class offerings were canceled. The impact of this loss of training has added to the already severe shortage of highly skilled secretaries entering the job market.

Since 1930, women have outnumbered men in clerical positions. Today, the profession is only one per-

Some companies have lowered their standards for employment but still cannot fill all vacant positions. As a result, production suffers, and training is necessary to bring people's skills up to acceptable productivity standards.

cent male. Because we are facing such a shortage of qualified candidates, wages are being driven upwards. Increased salaries should entice more men to reconsider the secretarial field as a desirable career. Some predictions indicate that the number of male secretaries will increase by as much as 15 percent in the 1980s.

During the early days of the Women's Movement, women were encouraged to move into predominantly male professions rather than to pursue the role of the traditional secretary. The slur cast on the secretarial profession during that period must be removed. The image of the secretary must be altered to reflect the changes that have occurred in the business world. The advent of electronic mail and automated typing equipment and the use of desk-top computers will allow the secretary to perform higher-level administrative responsibilities.

What steps need to be taken to prepare for future shortages? Industry must interact with schools to provide up-to-date information to students, teachers, and counselors on advanced technology that will affect curriculum and career choices. For example, as technology drives the cost of equipment down, most secretaries will have automated equipment. A variety of new training beyond basic office skills will be needed to prepare people to function effectively in the office of the future.

More career planning must take place before a student reaches senior high school to enable good foundations in the English language skills to be developed. Informing grade school students about the new role of secretaries in today's office can be accomplished with a team effort by industry and education.

In spite of the level of unemployment, secretarial positions are reported to be one of the most secure professions in this current recession. Industry and education must accelerate their mutual efforts to meet this critical employment need of the eighties. The challenges are great, but the rewards are even greater!

Marketing Trends

Marketing in the eighties is different from that of the sixties or seventies. A generation ago many companies concentrated their efforts on youth-oriented products. Innumerable studies of the booming teen-age market were made, and companies focused their efforts on appealing to the then affluent youth of the nation.

The post-World War II baby boom has become a middle-aged population, and the economy, faced with uncertainties, is creating new trends. Current sales targets, to an increasing extent, are in the thirty to forty-four year age bracket. The proportion of our population in this group will expand greatly during the balance of this decade, making it the single most important market.

Other factors affecting marketing in the eighties include the rapid proliferation of non-family units and the feminist movement, which is resulting in a tremendous increase in female-headed households. The attrition of traditional households and family units can be expected to make enormous inroads on so-called "conventional" sales methods.

Marketing, too, will be affected by continued concern regarding energy problems, environmental requirements, and inflationary factors. At the moment, no one knows what the impact and effects of the dawning computer age will be. Experts are predicting that enormous changes in life-styles will result from the implementation of specially designed computers for home and office use.

Challenges of the Eighties

M. Catherine Welsh, Home Economics Education Programs Manager
California State Department of Education, Sacramento,

What do forecasters predict about education in the eighties? What will our schools be doing, and how will they be doing it?

Schools are apt to try methods never before attempted in an effort to recover ground lost during the seventies. Innovations will spread, and pressure for higher standards will grow as educators seek to cope with changing times and sliding enrollments. Some of the prospects are:

- Training students in biofeedback techniques to assist them in making the maximum use of their learning skills
- Using the results of advanced medical research to enhance the brain functions and memories of both slow and rapid learners
- Simulating real-life social situations in the classroom, such as marriage or work-place conditions, that will prepare students for life after graduation
- Increasing use of computerized devices, teaching games, and video technology to instruct students both at home and at school

Education's one boom field in the eighties in an otherwise slow growth decade will be schooling for adults. Retirees and other adults will attend noncollegiate training programs designed for self-improvement or job changes. The surge in adult students is based on an expected sharp increase in demand for highly educated workers. Needed will be such expertise as computer literacy, scientific and mathematical sophistication, and the capacity to adjust rapidly to changing technologies. These characteristics are not found widely among older workers today.

Increasingly, this continuing education will be almost compulsory in many fields, especially for professionals and those subject to state licensing.

Public education will be asked to serve increasingly specialized groups of students, ranging from the mentally and physically handicapped to migrant and bilingual students.

Another challenge for school officials will be the likelihood of a severe teacher shortage by mid-decade. Enrollments in teacher training institutions have declined steadily; so, as teachers retire or quit, fewer new ones will be available to replace them.

Public education will also be challenged by private and proprietary schools, which are projected to grow dramatically.

As a fringe benefit, some companies may offer to pay tuition of employees' children at private schools. Still another prospect is schools run entirely by private corporations to train their employees. Harold Hodgkinson, former director of the National Institute

Electronic Yellow Pages

"Read it and weep," says AT&T to the newspaper industry, with the introduction of its new electronic yellow pages. A recent analysis in *VideoPrint* newsletter predicts that the new "pages," which can be updated constantly and will carry both local and national advertising, will have a major impact on the use of classified advertising in newspapers.

"This is the worst news for the newspaper industry since the advent of radio 60 years ago," says *VideoPrint* editor Alan Brigish. He expects that the electronic yellow pages, together with other related electronic advertising, will cut into 25 percent or more of the print classified ad market, now about $4.6 billion. While AT&T has not set a date for introducing the new system, industry sources expect it to make headlines soon.

of Education, predicts that, by 1984, some 300 major corporations will have their own degree-granting units that will teach students not only technical skills but also mathematics, writing, art appreciation, and history.

All of these changes will erode the already shaky financial base of our local schools. Public disenchantment with schools and the revolt against high local taxes will increase efforts to get Washington to pay more of the costs of public education.

Numerous trends are predicted. One suggestion that some states may adopt is to abolish compulsory education for some youth below the age of sixteen and thus reduce financial pressure. Another forecast is that tenure will be abolished.

Demands will continue for a boost in standards. A national achievement test—designed by the federal government for use as a model by states in minimum competency examinations—is predicted by many educators.

After many years of experimentation and disappointment with new teaching methods, "back to basics" will continue to be emphasized in many classrooms. There will be room for educational innovations, such as biofeedback and computers, but teachers and parents are going to take a show-me attitude before adopting them.

Students and parents will see some marked changes in traditional concepts of schooling. The all-purpose classroom, for example, will no longer be the major learning site in many schools. Students will spend more time in specialized resource centers and in computer terminal booths. Tutoring by videotape instruction will allow many students to finish course work without ever leaving their living rooms.

Despite leaner times ahead for schools in the eighties, there is hope for better instruction from the cradle to postretirement years.

Another challenge for school officials will be the likelihood of a severe teacher shortage by mid-decade.

1980s: Boom or Gloom for Business Education?

Jane M. Thompson, President, 1980-81, California Business Education Association, Solano Community College, Suisun City

The office of the future that was described in the early seventies is here to stay. Micrographics, word processing, and data processing are just some of the reasons that today's office and its jobs have changed drastically. Management information systems are now a way of life in large offices as a means of coping with the massive amounts of information that must be dealt with on a daily basis.

The demand for office workers is greater than ever, and the need for clerical help is critical. Personnel managers in data and word processing centers have been forced to advertise on radio and television in an attempt to fill vacancies in their areas. Yet, there is a 7 percent unemployment rate in California!

Business education would appear to be riding the crest of this wave of change, but the problems that manifested themselves in the seventies have not disappeared. The passage of Proposition 13 drastically changed the method of funding for schools, and the control of funds is moving rapidly from the local level to Sacramento.

To reduce costs in some secondary schools, some districts have reduced the number of classes a student may take from six to five. At the same time, through legislation, greater emphasis has been placed on basic skills. These trends have resulted in students' having less time for electives, such as business education.

The passage of Proposition 13 has changed drastically the method of funding for schools; also the control of funds is moving rapidly from the local level to Sacramento.

The steady decline in enrollment in recent years has forced school systems to close some schools and reduce staff in others. Nonbusiness educators have been transferred to business education departments; and, in most cases, no requirement has been made that these people be trained in business education subject matter.

A constant problem in the 1980s will be funding. Cuts in both state and federal funding are on the horizon and will be a source of concern for all educators.

The following are ways that business educators can address these and other problems that will be encountered in the eighties:

1. *We must face squarely problems at the local level and make every effort to remedy them.* In addition, we must be willing to make changes that reflect the changing business community. On a local basis, we can and should do the following:
   a. Talk with local administrators about requiring staff members who have been transferred from other departments to attend in-service workshops of professional organizations, business education departments of our colleges and universities, publishers, and elsewhere.
   b. Hold regular conferences with administrators and guidance people about business education programs and the need for students to take these classes.
   c. Review offerings in your business education department, at least on a yearly basis, to be sure that the classes being offered are of most value to the students. Because of tight funding, some programs and classes will be cut.
   d. Let administrators in charge know that you are interested in the financial planning for your school, and attempt to get involved.
   e. Lobby for your hobby! At all levels, students must be made aware of the business education programs that do exist and of the value of these programs to the students.
   f. Get involved professionally. Attend workshops and conferences to keep current on business trends.
   g. Become acquainted with local business persons and local legislators so that you have someone to call upon when help is needed from outside sources.

2. *We must maintain a strong professional organization to deal with the shift of control from the local level to Sacramento and with other statewide problems.*

The California Business Education Association is changing with the times. We no longer see our major role as providing in-service training to business educators but instead as an aggressive organization to represent all business educators in the state. Excellent meetings and state conferences are still provided, but a tremendous amount of energy is expended in Sacramento and elsewhere in the state. For the past two years, we have monitored legislation, taking action when appropriate. We have volunteered and served on policy-making committees at the State Department of Education, the Chancellor's Office of the Community Colleges, and elsewhere. We are being asked to represent business educators throughout the state. *And our voice is being heard.*

How does CBEA plan to make this new decade a boom for business education? The plan for CBEA this year includes at least the following activities:

a. CBEA representatives plan a visit to the State Board of Education to explain the importance of business education at the secondary level.
b. A similar meeting is planned for members to visit the Board of Governors of the Community Colleges to make them aware of business education programs and courses.
c. CBEA will be involved legislatively, making as many trips to Sacramento as necessary, to provide input on bills that affect business and vocational education.
d. CBEA will continue to provide excellent meetings and conferences to update business educators at every level.
e. The CBEA state president will serve on a newly formed Vocational Education Committee for the Chancellor's Office.
f. CBEA will have a representative on the Field Review Committee to make recommendations on the five-year plan to the State Department of Education and Community Colleges.
g. CBEA will make recommendations to the federal Department of Education on the reauthorization of the Vocational Education Act.
h. The Long Range Planning Committee of CBEA will continue to make recommendations on future planning for business education and, specifically, this year will recommend how CBEA can be most effective legislatively.
i. CBEA will continue to work with business and industry toward achieving mutual goals.
j. CBEA will work with all other organizations in the state for the improvement of business and vocational education.

The California Business Education Association is the organization that represents all business educators in the state. In the 1980s, it is mandatory that we have a strong organization, and we need the support of every business educator. Together we can make the eighties the most outstanding decade in the history of business education in our state.

What Is a School Enterprise?

A school enterprise is any program run by a school in which a group of students work together to produce useful goods or services.

School enterprises can offer many different kinds of services. For example, some operate restaurants, repair cars, or offer secretarial services. Some school enterprises sell their products for money; others do not. Sometimes students are paid for working in school enterprises, sometimes not.

Galt High School, in Galt, California, has started several school enterprises connected to the vocational education program. Students are running a typing service, a clothing alterations business, and a greenhouse-manufacturing operation called Green Thumb.

This project began under the direction of the school's principal and a planning committee made up of faculty and students. The school received a small planning grant from a private foundation to conduct a feasibility study.

The planning committee met frequently over the course of a year and considered various problems associated with operating a school enterprise, such as how much students should be paid and how to seek the cooperation and support of local business. The committee designed a corporate structure for Green Thumb and developed plans for a greenhouse. Having demonstrated the feasibility of producing greenhouses, Galt students are now considering how to establish Green Thumb as an ongoing enterprise.

A Systematic Approach to Planning the Business Education Program

Gerald A. Salzman, Business Education Chairperson
Delano High School

With California's passage of Proposition 13, declining enrollments at the local levels, and the passage of the Hart Bill, administrators began asking two questions regarding the expansion, improvement, and/or maintenance of office and distributive education programs: (1) How much does or will the program cost? and (2) How many students are or will be involved in the program?

We, as business educators, have continued to accept the challenges from the public and school administrators. During the sixties, business educators competed with math and science departments for students because of Sputnik. Since society favored everyone's attending college, we quickly created typing and notetaking for the college bound and strong accounting programs. In the early seventies we answered the cry for personalized instruction by developing the *California Business Education Program Guide for Office and Distributive Occupations (CBEG)*, which served as a basis for developing an individualized teaching strategy to be used in the teaching and learning processes. Our programs grew and flourished because "college for everyone" became "attain a skill so that you can become employable."

In the eighties we face the challenges of high inflation and the results of the passage of Proposition 13, both of which are having an effect on the educational process and the public school system. Delano High School, for example, had a reduction in force (RIF) of 20 teachers for the 1980-81 school year; three of these teachers were members of the Business Education Department.

Another current challenge is the Hart Bill, an example of the cry from the public for "back to basics." We now have to analyze carefully all alternatives in planning programs to provide the best possible education for our youth.

To help educators meet these new program planning needs, the National Center for Research in Vocational Education, located at the Ohio State University in Columbus, published administrative modules for developing a systematic approach to planning vocational programs. The approach used in *Developing Local Plans for Vocational Education* (1977) consists of the following steps:

- Analyze general educational goals and the community planning base.
- Assess individual needs and interests.
- Assess manpower needs.
- Determine program and support service needs.
- Establish vocational goals and objectives.
- Consider program and support service alternatives.
- Select the best alternatives.
- Develop implementation plans.
- Evaluate programs and support services.

Although this model has not changed since its development, we now have to be concerned in greater detail with considering program alternatives and selecting the best ones because of the financial crisis in school systems.

In California, vocational education appears to be more course-oriented than program-oriented. We tend to think in terms of Shorthand I and Shorthand II rather than a secretarial program.

The Business Education Department at Delano High School changed this approach with the development of four programs from which students must take a series of courses: Typing and Related Occupations, Stenographic and Related Occupations, Computer and Console Operator Occupations, and Accounting Occupations. Within the realm of each program will be a series of courses that lead to a certificate. For example, to obtain a certificate of proficiency as a stenographer, a student would have to take the following courses: General Business, which consists of the common core competencies; Typing I; Typing II; Shorthand I; and Senior Stenography, which consists of advanced shorthand and office machines and procedures.

We now have to analyze carefully all alternatives in planning programs to provide the best possible education for our youth.

Because of the financial crunch at Delano High, three of the business education teachers were released through a reduction in force, which left the department with five and two-fifths teachers. The real question became, "How can we continue to offer four programs under a limited budget and yet provide a quality education for our business students?" Through an articulation plan worked out with the regional occupational center (ROC) in our school district, our business students now have the option of taking seven programs instead of the four that we were able to offer. In discussions with ROP leaders in our district, the following steps were taken in developing a total instructional program:

1. The business department chairperson met with ROP leaders to assist in planning programs based on community and individual needs.
2. Prospective ROP students were recruited through the business department.
3. In developing staffing patterns, credentialed business education teachers became instructors in the ROP programs.
4. Meetings were held with instructors from both the ROP and the high school business department to develop a sequential curriculum; in addition, high school business instructors assisted in planning for facilities and equipment for the programs.
5. In the implementation plan, the business education department of the high school has now become the base for students to branch off into specialty or advanced level ROP office and distributive programs.

In California, vocational education appears to be more course-oriented than program-oriented.

The plan we developed with the ROP appears to be working successfully for the 1980-81 school year. One of the reasons for this success might be that we provided leadership to administrators in an area where we have expertise as teachers—business and distributive education.

Word Processing Training: An Integrated Approach

Don Busche, Coordinator, Office Education
Saddleback College, Mission Viejo

The focus of the Office Administration Department at Saddleback College is to provide individuals with experiences that will assist them in "earning a living" and "living a life." As a result of needs assessments, a strong interaction with the local business community, and a commitment to serve, the office administration faculty realized the importance of teaching skills relevant to the automated systems and procedures used in the modern office. These automated systems and procedures, referred to as word processing, transform ideas into the written word and distribute them to a designated audience.

In early 1975, developments in word processing were having a dramatic impact on the modern office nationally and, more importantly, on the rapidly growing business and industrial community within the Saddleback Community College District. In an attempt to address the need for trained word processing personnel, a word processing program was started at Saddleback College. This early start consisted of leasing several pieces of equipment, which were blind, stand-alone systems that used internal storage or magnetic card media.

By the end of the first semester, the success of the training was evident. Students were being placed (there were at least eight jobs for each trained student), and the supervisors and managers of the local word processing centers were offering their expertise and assistance. Equipment, donated by the business community, consisted of a "wired" central dictation system that used cassette media and a "telephone" central dictation system that used the endless loop media. Both systems were installed and are now used, along with various brands of desk-top and portable dictation/transcription units, to develop machine dictation and transcription skills.

By the end of the first semester, the success of the training was evident. There were at least eight jobs for each trained student.

Skilled personnel from local word processing centers freely offered relevant application exercises for inclusion in the training materials that were being developed. In addition to their contributions, these individuals willingly accepted an invitation to serve on an occupational advisory committee.

During the second year of the program, Saddleback College was awarded a federal grant for refining its word processing training program. The grant money and matching district funds were used to upgrade the equipment to include a partial-page CRT display information processor, an ink jet printer, and additional blind, stand-alone word processing keyboards. Since each of these machines was capable of communicating, the word processing program was broadened to include telecommunications (the electronic distribution of documents). An additional full-time instructor was hired to handle the increasing student demand for the program.

The opening of the Saddleback College, North Campus, in 1979 allowed the college to broaden further the word processing program. A second federal grant provided most of the funds needed to complete a telecommunications network between the two campuses. The size of the satellite North Campus (approximately 6,000) allowed the staff to innovate further by combining the classroom instruction with clerical services for the institution.

This year a full-page distributed logic system was added to the instructional program. Also, an internship program was started to address the needs of those students who lack self-confidence or who wish to refine their skills further before entering the field.

The result of equipment acquisitions, curriculum recommendations, and instructional material development was a one-year certificate program and a two-year associate in arts degree program in word processing. These programs are shown in Figure 1.

The core courses are designed to develop those skills and knowledges necessary for employment in any secretarial-clerical position. Those students wishing to specialize in word processing are encouraged

during their first semester to enroll in the core courses and in the Introduction to Word Processing course. Thus, the introductory class serves as a screening course for the program.

Those students who complete the major courses in word processing are prepared to enter the word processing field as correspondence secretaries. By selecting the Office Management, Supervising the Word Processing Environment, Human Relations in Business, and the Model Office-Word Processing Internship courses, an individual would have the background and preparation needed for promotion to the position of supervisor or manager of word processing operations.

Figure 1
Word Processing Certificate Program

Requirements for the certificate program include 29 semester units:

Core Courses

Business Communications
Filing and Records Management
Office Procedures
Intermediate Typewriting
Advanced Typewriting

Major Courses

Introduction to Word Processing
Text Processing
Document Creation
Machine Transcription—General Office
Introduction to Computer and Information Science

Word Processing Associate Degree Program

An associate in arts degree requires completion of the certificate program, the general education requirements listed in the catalog, and business science elective courses to total at least 60 semester units.

Recommended business science electives include any of the following:

Oral Business Techniques
Office Management
Advanced Typewriting
Office Machines
Human Relations in Business
Occupational Work Experience
Business Correspondence
Supervising the Word Processing Environment
Model Office—Word Processing Internship

An Individualized Program

Each of the word processing courses is taught using a classroom/learning center approach. Students spend one and one-half hours a week in a traditional classroom with an instructor and three scheduled hours a week in a laboratory setting in the business learning complex.

The classroom time is spent presenting word processing concepts, discussing logic relative to the type of equipment being used by the student, demonstrating keyboarding techniques, and answering specific questions relative to machine manipulation. The classes, which are designed as open-entry/open-exit courses, provide for full use of equipment and resources. Enrollment is limited to machine availability.

The students' laboratory time is spent in a simulated word processing training center that is staffed by an instructor and three full-time instructional assistants. A specific time period is reserved for each student enrolled in each of the courses. Students working at their own pace complete a series of learning steps in a teacher-made student guide. Each of the learning steps was designed to provide the student with a small segment of material that can be mastered within a three-hour period. The learning steps present material from the known to the unknown, each learning step building on the previous steps.

The word processing courses are divided into three one-unit segments. Each unit of credit is earned once the student demonstrates mastery of five learning steps and successfully completes a practical and a comprehensive written examination.

A Sequence of Course Work

Introduction to Word Processing is a course designed to provide the student with basic concepts common to the word processing field, such as the origination, production, reproduction and distribution of business documents. Concepts of word/information processing machine logic are also presented. The laboratory portion of this course provides for hands-on training on a word processing keyboard, various types of reprographic equipment, an optical character reader, and a facsimile machine. The hands-on training experiences are aimed at providing the student an acquaintanceship with the various pieces of equipment; the remaining courses build on these experiences.

Text-Processing and Document Creation are designed as operator training courses. The concepts presented in each course build on those presented in the introductory course. In addition to building employable skills on a blind, stand-alone keyboard, the concepts and techniques of telecommunications are emphasized.

The Text Processing course emphasizes those techniques and concepts common to computerized word processing as well as the production of business documents utilizing terminal-to-computer techniques.

The Document Creation course emphasizes the production of business documents utilizing terminal-to-terminal communication techniques. Training on peripheral equipment, such as stand-alone printers and an optical character reader, is emphasized.

Information Processing is also an operator training course. This course is aimed at developing both text and records processing skills. The major emphasis of this course is on the development of those skills involving the sorting and selecting of information from a common data base. Students are introduced to terminal-to-system and system-to-system communications by communicating between the Main Campus and the North Campus and between the college and local businesses.

Conclusion

A concerned business community, a supportive administration, a dedicated faculty, and an interested student body have brought the "office of the future" to Saddleback College today. The information presented in this article describes the Saddleback College word processing program as it now exists. However, the only thing certain about the office of the future is change; and the Office Administration Department prides itself on its refusal to be bound by tradition and its willingness to respond to any demonstrated need within the community college district. This program will, undoubtedly, remain in a constant state of change.

New Magnet High School for Business Education

The Los Angeles business community has been vitally involved in planning the city's first magnet school, the Downtown High School for Business, Financing, and Merchandising, scheduled to open in the spring of 1981. One hundred and fifty local employers have already contributed over $1 million in manpower, funds, and resources. The Pacific Telephone Company loaned the services of Dolores Diehl, a public relations manager in the education department, to supervise the project for two years.

The school will eventually serve 2,500 students in the greater Los Angeles area. The Industry Education Council of California (a nonprofit collaborative organization with representatives from business, labor, government, and schools) was instrumental in involving large segments of the business community at the early stages of planning. This participation virtually ensures this organization's continued involvement in curriculum and job development. Business participation is essential in guaranteeing the key features of a successful magnet school: up-to-date curriculum and equipment, student jobs and internships, professional speakers, and worksite tours.

A daily flow of business advisers to the school and students into the work world will occur. Community consultants from all levels and types of businesses will visit classrooms to discuss their careers and educational backgrounds. Students will spend approximately 25 percent of their time in real work settings. Los Angeles business, labor, and government will provide over 100,000 "on location" learning hours for students each year.

In 1978 the parents of 25,000 students were polled about the type of magnet school they preferred; their overwhelming preference was for a business school. Local employers and school officials have directed the business program toward careers in banks, stock brokerages, merchandising, hotels, food services, and other urban industries. Graduation requirements will include business communications, mathematics, fluency in Spanish, and typing proficiency.

The Use of Computers in the Accounting Program

Dorothy Lee Brown, Thomas Downey High School, Modesto

According to the U.S. Bureau of Labor Statistics, clerical occupations (bank tellers, bookkeepers, cashiers, secretaries, and typists) will be the largest and fastest-growing group of white collar jobs during the 1980s. There will be 4.8 million new jobs created in this area by 1990. New developments in computers will have a profound effect on these classifications.

Computers are so universally accepted in business today that the accounting classroom is the logical place to introduce students to computers so they can apply accounting theory to this efficient accounting tool. Traditional accounting theory is still valid; but with the heavy infiltration of the minicomputers and microcomputers into accounting, dramatic changes will continue to occur in the method of entry and retrieval of accounting information.

My accounting advisory committee has actively functioned for many years modifying and updating our accounting program. It found that employees heavily indoctrinated in manual accounting have difficulty adjusting to the new, nonmanual, computer-oriented technology. As a result of the committee's recommendation, physical use of computers has been added to our accounting classroom. We now have four microcomputers, two printing terminals, one teletype, and three CRTs. The printing terminals, teletype, and CRTs are connected to remote computers in the area by telephone.

I use a dual instructional approach to combine effectively accounting theory and computer application. The first-year students begin by completing manual accounting cycles, using original business documents through the trial balance. Having completed the manual cycles, they then go to computers or terminals; and, using the same source documents, they input the information into the computers. Debit amounts are entered as pluses, and credit amounts are entered as minuses. Upon completion of data entry, the students are amazed when they see how effortlessly and efficiently the computer produces a trial balance from the information they have just entered. The students really become fascinated when they see what the computer can do and begin to realize its performance potential.

Since we do not have enough computers and terminals, some of the students enter their accounting information on simulated computers. All students are rotated to ensure that they each have an opportunity to work on microcomputers and terminals. The students enjoy the dual instructional approach, because it seems to dramatically reinforce their understanding of accounting theory, and it gives them confidence through their hands-on experience.

Various formats exist for computer processing of accounting data. In the business world, many shortcuts reduce data processing costs; but from an educational point of view, emphasis must be placed on the total accounting concept rather than shortcuts. Since the programs determine the method of data entry, program planning must include consideration for educational concepts.

In the second year of instruction, we batch source documents, using transmittal tapes with account code numbers. This method is the simplest for entering data. After all of the transaction data have been entered, the trial balance and interim statements are generated automatically. My programs are written so the income statements, as produced by the computer, include line-item percent ratios based on sales. Since manual applications do not include line-item ratios, students are greatly impressed because the computer generated this important information without additional effort on their part. A report of overdue accounts receivable is prepared by the students in their manual application; however, it is prepared automatically for them in the computer application. The students find this fascinating and become enthusiastic over the computer accounting concept.

Those trained in manual accounting have difficulty adjusting to the new, nonmanual computer technology.

Every effort is made to make the students' training as realistic as possible. Typical on-the-job interruptions, such as requests for customer's credit status, sales reports, inventory items, and so forth, are generated while the students are working on the computers.

Major emphasis, during the total instructional program, is placed on student attitudes toward others, work attitudes, work habits, and the ability to follow verbal instructions. During the instructional program, students are frequently checked on and instructed regarding these important employment personality traits.

A typical example of the sequential operations a student will perform during a time-share operation on an LA 36 printing computer terminal with a ten-key pad working in basic language is as follows:[1]

1. Connect the modem to power source.
2. Connect computer to power source.
3. Turn on modem.
4. Turn on all three terminal levers (power, line, and baud).
5. Dial computer console telephone number.
6. Place the telephone receiver in the modem cradle, after verifying the availability of a line.
7. Index code on the terminal to gain access to storage in the computer.
8. Index the identifying information that will call the program out of memory, which also contains account balances. The computer will, at this point, print out the current date and time and will then begin asking questions relevant to the information needed for entry.
9. Index the account number to be debited and depress the "return" key. The computer will print the account title.
10. Verify the accuracy of the title, then enter the amount and depress the "return" key.
11. Index the account number to be credited and depress the "return" key. The computer will print the account title.
12. Verify the accuracy of the account title, enter the amount, depress the minus key, and then depress the "return" key.
13. Depress the "0" key, after completion of transaction data input, and then the "return" key. The computer will print out financial statements, based on beginning balances and entered data.
14. Type "bye" and depress the "return"key to terminate the operation. The computer will print the completion time.

[1]Dorothy Lee Brown, "The Integration of Computers into the Accounting Class," *Business Education Forum*, Vol. 34, n. 6 (March, 1980), 16—18.

Though not provided for in the above sequence, accounts receivable and accounts payable are used in other applications.

This sequence may appear difficult. Students, however, demonstrate great interest and intensity in the performance of these operations. They are very proud of their accomplishments when they finish their applications.

The following is a typical procedure a student would execute using an electronic printing calculator simulating a computer operation:[2]

1. Batch sort source documents and prepare transmittal tape for each batch.
2. Code batch transmittal tapes with account numbers or prepare a transmittal statement.
3. Clear the registers.
4. Index the time-share program code and date. Depress the nonadd key, which would take the place of a "return" key on a terminal.
5. Enter the account number to be debited and depress the nonadd key.
6. Enter the amount to be debited and depress the plus key.
7. Enter the account number to be credited and depress the nonadd key.
8. Enter the amount to be credited and depress the minus key.
9. Continue the sequence until all relevant data have been entered.
10. Total the register after entering all of the data. If a zero is printed, all data, in theory, have been entered.
11. Place the completed tape in a transmittal folder, which a supervisor checks for accuracy.
12. Have the supervisor then place a copy of a typical computer printout in the student's transmittal folder, which is returned to the student.

While working on computer time-share concepts, the students get so involved that, even when they are working on a simulator, they try to finish their operations as rapidly as possible so that they can sign off in order to minimize operating costs.

Using computers in the accounting classroom has benefited our program. This is evidenced by the excellent performance record of our former students on their jobs. Employers seek our students for part- and full-time employment. They find that not only are our students productive on the job but also they show an unusual ability to get along with their fellow employees and the customers. The computer instructional approach and our emphasis on positive work attitudes make our program a success.

[2]Brown, 16—18.

Implementing Computer-Assisted Instruction for Disadvantaged Business Education Students

Bob Baker, Marconi Technical Center, Sacramento

Since business educators are now aware of the need for computer instruction in the classroom, computers are now located in many business education departments and are used either to train students in business applications, such as general ledger accounting, or to provide tutoring and drill in the basic skills needed by business education students.

Tutoring and drill in basic skills given by the computer provide an excellent method of training disadvantaged students. The one-to-one instruction given by the computer reinforces student progress with immediate feedback to student responses. Students who often feel threatened or intimidated by traditional teaching methods many times feel comfortable working with computer-assisted instruction (CAI).

Three Important Ingredients

Successful CAI requires three ingredients: (1) the teacher responsible for the computer instruction; (2) the computer programs; and (3) the computer itself. If either of the first two ingredients is missing, the CAI program for disadvantaged students is going to fail, and the computer will become an expensive dust collector.

The Teacher

The most important ingredient for successful use of CAI is the individual who will be in charge of the computer and its programs. This person needs to be dedicated to making the program work. Today's computers are reliable and easy to operate, but problems still occur. Having at least one individual completely familiar with the computer and its programs is necessary so that other teachers and students may receive quick solutions to problems they encounter.

The Programs

Computer programs make the computer function. If you wish to develop a computerized reading program, you need computer programs that provide reading instruction. Unless you have several years of computer training, it is a mistake to think you will immediately write effective CAI programs. In evaluating the computer programs, you must actually run the programs on the computers you are considering purchasing. Do not be misled by fancy advertising. Many programs that are advertised as exceptional training programs are useless in the actual classroom. If someone cannot demonstrate a program that you are interested in, then it probably does not exist.

The Computer

The computer is the heart of the CAI system. Five years ago CAI could be performed only on a computer costing tens of thousands of dollars. Today, desk-size microcomputers that perform CAI are available for under $3,000.

Computers Are In

The rate of growth has surpassed all expectations. In 1974, about 162,000 computers were in operation in the United States. Last year, that number grew more than fivefold to 903,800. By 1983, that figure will more than quadruple to nearly 3.7 million. The computers of today are more than one hundred times smaller than models of similar power a decade ago, and their compactness enables computers to fit into more parts of the workplace.

What was used to process only numbers just a few years ago is now handling everything from electronic mail to environmental maintenance. The newest generation of business computers has merged data processing with word processing to create information processing, the office buzzword for this decade of the computer. Within three years, desk-sized computers are predicted to have the power and capability of models that used to fill a twelve-by-twenty-foot room.

Selecting the Teacher in Charge

The teacher in charge needs to be dedicated to the success of the program. The first semester of operation may require as much as ten to twenty hours of work each week to start the CAI program operating smoothly. Once the program procedures become established, only five to ten hours each week should be required to maintain the operation of the program. The teacher will use most of this time to learn to run the computer and its programs as well as to establish the procedures of operation for other teachers in the school so that they, without excessive time loss, may effectively use the computer to train their students.

Selecting the Programs

The many schools that now use computers provide an excellent source for determining the effectiveness of various training modules or programs. You should visit these schools and observe students operating the computers. Talk to the students and teachers about the effectiveness of their programs, and operate each computer program yourself. You may wish to visit your local computer store and have a demonstration of educational programs that operate on various computers.

Several excellent publications are now available describing computers and computer programs. One of the better ones is *Creative Computing*. The September, 1980, issue has over ten articles describing CAI programs. Other publications include *Microcomputing* and *Recreational Computing*. Ordering information and other specific publications are available at local computer stores.

Selecting the Computer

The programs selected for classroom use will usually determine the kind of computer to be purchased. If, however, two computers have similar programs and are comparably priced, then the first consideration should be the availability of maintenance in case mechanical difficulties arise. Other considerations include ease of operation; reliability; portability, if the computer will be moved from classroom to classroom; and the cost to increase the performance capabilities of the computer.

If the final purchase decision is based on price, considering the ultimate cost of the system, not just the lowest price for the smallest system configuration, is important. Often schools start with only a keyboard, cassette, and video screen and later add disk drives, additional memory, and a printer. A computer without additional components may be less expensive in the initial purchase; but by the time this equipment is added, a fully equipped computer may be less expensive to purchase. If financially feasible, include at least one disk drive, 32k of memory, and a printer in the initial purchase. This equipment will provide you with the ability to run most good CAI programs that are available today.

Funding the Computer

The computer is an excellent tool for individualized instruction. Since disadvantaged students often need this kind of instruction, it logically follows that the computer will be useful for them. In the Sacramento area, the San Juan Unified School District, Sacramento City Unified School District, and Washington Unified School District have been successful in funding CAI programs in business education from funds for the disadvantaged. For additional information about this funding, contact the respective directors of business or vocational education from the previously mentioned school districts.

Summary

Computers can now provide individualized instruction to students at a reasonable price. Before the computer can be used in the classroom, it is necessary to have computer programs that meet the educational needs of the students. These programs should be found before a decision is made regarding which computer will be purchased. One teacher who is dedicated to the success of CAI needs to accept the responsibility for this program. With this individual, good computer programs, and a reliable easy-to-operate computer, CAI may be successfully implemented for disadvantaged business education students.

Students who feel threatened or intimidated by traditional teaching methods may feel more comfortable working with computer-assisted instruction (CAI).

Teaching the Disadvantaged: A Second Look

Joseph Herber (Retired)
Watsonville High School

As a business educator, what are you doing for the disadvantaged students in your department?

I had my first experience with these students when I transferred to Watsonville High School in 1962. Up to then my only concern was to teach whoever walked through the doors of my classes, without any special regard to one's ability or potential. That new job 18 years ago came with a stipulation that I devise new classes specifically for the slow-learning, disadvantaged youngsters.

These persons need to participate in an atmosphere where they can attain competencies for job goals without suffering defeat in more demanding surroundings. Our department set up a course of study *apart* from the mainstream business subject matter, and we named it the practical business education curriculum. Subjects consisted of Practical Typing 1-2, 3-4; Recordkeeping 1-2; and Consumer Math. Students were placed in these classes according to their math and/or language scores as well as with recommendations from their counselors. As expected, the most popular class has been Practical Typing. Some courses have been added and some dropped since 1962; but, basically, the concept remained.

Now, 18 years later, following a second look, my convictions of the sixties are solidly reinforced and basically unchanged.

The disadvantaged dropout-prone youngster needs our help. I am still convinced that these students, usually lacking in math and language skills, should be taught in a homogeneous setting. For 18 years we have done this in Watsonville and have found that these students often will enroll for two years of Practical Typing 1-2, 3-4. What is more, if they began in the Practical Typing program as a sophomore and acquired adequate skills, they can sign up for a regular, or mainstream, Typing 3-4 class as a senior. Many of our disadvantaged take this route to become familiar with all aspects of typing skills needed in a typical office situation, because the regular Typing 3-4 class leads to more advanced training.

Disadvantaged students learn best if they are given doses of short lessons each day, with a generous portion of time devoted to practicing the new skills presented daily by the instructor. Learning the keyboard takes approximately 15 percent more time than for the regular typist. My methodology in beginning typing now boils down to a simple refinement of teaching techniques. My approach has been basically the same for beginners; i.e., change of pace drills, short timings, oral dictation, speed/accuracy building drills, and the use of cassette tapes. My style involves labels, such as giant typewriter drills, space bar drills, and nongraded work samples collected from the class at least twice a week in the learning process. These methods tend to weed out strikeovers and encourage students to follow directions. I always hand these samples back to the class the next day with comments in colored pen or pencil.

Successful teachers praise their disadvantaged students often. Student success depends upon a foundation of positive attitudes.

Encouragement at this period of learning the keyboard is vital. No grading is done for at least six weeks. If the administration needs a progress report at the sixth week, the necessary "plus" or "minus" from the previously mentioned work samples can be used.

Beginning students, after learning the keyboard, readily progress to centering, business letters, and the not-too-complicated manuscript typing. Most of the first-year typists average about 37 gross words per minute, with approximately six errors for a five-minute writing (s.i. of 1.4) at the end of the year.

During the second year of Practical Typing, the emphasis is upon production of letters and tabulation reports after the first quarter when the main thrust is spent rebuilding skills which have become a bit rusty during the summer months. Approximately 70 percent of the final quarter (Practical Typing 3-4) is devoted to a publisher's practice set which closely relates to a simulated office situation.

Successful teachers praise their disadvantaged students often. (Do not be afraid to tell them you like them.) Success depends upon a foundation of positive attitudes. Make lessons enjoyable and rewarding, and encourage students to their full potential. Train good students to be your aides for the following year. Make certain their duties are clearly defined and that they have been trained for the tasks they will be expected to do. These methods are especially good for reaching LES and NES students.

The Hart Bill (AB 3408), which was amended by AB 65 (Greene), fits into the area of assisting these youngsters. Business educators now have a real incentive to help this group improve their communicative and math skills. For example, Merle Wood, from the Oakland Unified School District, discovered at least 59 graduation proficiencies (out of 76 stated ones) were being taught by his business education team.

Develop, if you have not yet done so, programs which *include* the disadvantaged. These young people can be trained for entry-level clerical positions, especially for general office clerk. Plan to administer the new California competency tests when they become available. Search for vocational education funds for disadvantaged youngsters. Subpart 2 and 3 funds for the disadvantaged and for the handicapped may provide many additional opportunities for developing programs. Brainstorm a plan to promote seminars and conferences specifically to aid these "drop-out-prone" youth.

If we do not choose to educate and to have compassion for the unfortunate, slow-learning, disadvantaged students, we are opening Pandora's box to other agencies and institutions that will not hesitate to step into the vacuum caused by our lethargy. As a business educator, which of the following groups fits your description more often than not?

- Those who make things happen
- Those who watch things happen
- Those who wonder what happened

California High School Equivalency Program

Interest in the General Education Development (GED) test and the California High School Equivalency program has increased greatly during the last few years.

During the 1979-80 school year, over 18,000 persons across the state took the GED. Over 9,000 applied for the High School Equivalency Certificate, available to persons who pass the GED. This certificate, issued by the State Board of Education, is traditionally recognized on a national scale as equivalent to a high school diploma.

The GED test is administered at about 250 official testing centers in California. Most are located at adult schools. Others are found in high schools, county offices of education, community colleges, and so forth. The GED Unit in the State Department of Education works with the GED Testing Service in Washington, D.C. to provide leadership to districts and testing centers in matters of staff development for test administrators, GED preparation curriculum testing procedures, counseling opportunities, exam security, and so forth.

Cooperative Distributive Occupations Programs: A Learning Partnership in the World of Business

E. R. "Skip" Neely, Jr., Instructor
North Orange County Regional Occupational Program, Anaheim

The North Orange County Regional Occupational Program (NOCROP) developed its first Cooperative Vocational Education (CVE) program in distributive occupations during the summer of 1980. It ran for ten weeks, from June 16 through August 22. The success of this summer vocational training program encouraged NOCROP to offer its students a wide range of additional CVE programs.

Control Class Presentations

Review of the student's on-site training progress is made as part of each weekly three-hour control class. This evaluation is accomplished by verbal reports, written reviews, and weekly updating of each student's individualized training plan (ITP), which is structured so that the employer can use it to identify on-the-job training tasks and so that the student, while in the program, can maintain a weekly record of his or her training progress.

Other areas of control class instruction include emphasis on developing human relations skills, such as a positive attitude, personal initiative, ability to take directions, and cooperation.

The students are also taught the basic structure of a retail store operation in such areas as inventory control, basic display, salesmanship, advertising, marketing, handling money, credit card sales, and so forth. Techniques in personal training, which include self-interest surveys and job-seeking skills, are also provided.

The primary objective of the control class is to develop the students' potential, resulting in more efficient performance and ultimately preparing them for more effective competition in the business world.

Advisory Committee Development

A very important component in Cooperative Distributive Education development is the advisory committee, which is composed of no less than seven members—two employers, two training sponsors, and two other individuals from the community. The teacher/coordinator serves as an ex officio member and is responsible for:

1. Explaining the purpose of CVE and how it functions
2. Informing the committee of its advisory role
3. Maintaining the minutes of each advisory meeting on record and sending a copy to each member
4. Determining advisory meeting dates and notifying members
5. Developing an agenda for each meeting
6. Conducting an election for a new committee chairperson each school year

An advisory meeting should be held prior to the start of each school semester, but no less than once a year. The recommendations from these meetings can produce a vast reservoir of information, ideas, and cooperation, which will enable the teacher/coordinator to upgrade greatly the quality and success of the Cooperative Vocational Education program.

The students must understand that their level of participation in this *partnership* today may determine how successfully they will be able to cope and compete in the world of business tomorrow.

Objectives

In the area of distributive occupations the following series of key objectives this program would stress with the students were identified:

1. The student should be actively involved, through a structured training program, in a very real *partnership* with the employer, the parents, and the teacher/coordinator.
2. The student should participate actively in the structured training program while working in a paid job situation.
3. The student should receive correlated classroom instruction (also individual tutoring when requested by the employer) in a mandatory three-hour control class, scheduled weekly.
4. The student should be given an overall understanding of the basic organizational structure and day-to-day operation of a retail business.
5. The teacher/coordinator should clarify how the job of the student is directly related to the overall success of the employer's business.
6. The teacher/coordinator should identify the many career opportunities available in retailing and retail-related fields.

Enrollment

Initial recruitment into this program was directed primarily towards high school juniors and seniors interested in retailing or retail-related fields. To qualify for enrollment, the student's training station had to involve the sale or distribution of goods and/or services to the public. Student enrollment was developed through advertising on the high school campuses and direct canvassing of retail establishments within the participating school districts. Both methods proved very successful in filling the summer program and in developing permanent training sites for future programs.

The student is actively involved in an actual partnership with the employer, the parents, and the teacher/coordinator.

Employer Participation

When a student enrolls in this program, the employer agrees, in writing, to involve him or her in an appropriate variety of on-the-job training tasks and responsibilities over and above regular job duties. These tasks and responsibilities are identified, in writing, by the employer; reviewed by the student; and maintained in the student's file. During coordination visits, student training progress at the work site is monitored jointly by the teacher/coordinator and the employer. Developing a strong, permanent relationship with the participating employers is important so they will continue to request new employees through the CVE program and place them in job training positions within their organizations.

Community Classroom: An Asset to Education

Jim Williams, Supervisor of Instructional Services
North Orange County Regional Occupational Program, Anaheim

The community classroom concept is a vital teaching strategy that assists educators by utilizing practical experience, hands-on learning, and a vast resource of supplies and equipment at little or no cost. Community classrooms are operated at a place of business, with a certificated teacher coordinating the instruction and with the employees of the business teaching students at the various training stations. The students are not paid.

When establishing a community classroom, keep in mind that each business is unique, even in the same field. The size of the facility, the type of management, the employees at the training stations, and the rules and regulations of the company must be considered. Before a business agrees to participate, the management needs to be convinced that the company ultimately will benefit by having a ready supply of potential employees from which to select. Employees often benefit from the student contact because their jobs become more meaningful as they teach others. Experience has shown that employees become more exact in the same skills they are teaching to the students.

Some program aspects need careful consideration. The site selected should be easy for students to reach without a long bus ride from class to school. The company should be investigated to determine its credibility and reasons for offering a training site and its interest in the student for future employment.

Those selecting teachers for the program must consider a candidate's personality strengths and weaknesses, because of the varied situations that may occur. Personnel directors may feel threatened or may use the teacher to do their job. A strong personnel director and a teacher of the same personality type may have a clash, which may not prove beneficial to the student. Guidelines must be set by the teacher and by company management. The teacher must act as a diplomat and gain the confidence of a company's personnel. A teacher's experience and education should have a balance between business and education, and he or she must be a good manager of self as well as of the class.

Techniques of teaching in the community classroom are changing every day and will vary depending upon the type of business and employees. For instance, an employee may not want a certain student. In such a case, that student should not be placed at a training station with that employee. Play a waiting game, and eventually the employee, remembering his or her own youth, will identify a certain student, and then a learning situation occurs. In fact, the employee may want to keep that student all of the time; however, students cannot learn by doing the same job. They must be rotated. For example, a student working with a certain mechanic may be learning only about automobile brakes and, therefore, be unable to learn about other aspects of auto repair. The teacher should then bring a second student to be trained by the first student. When the employee establishes rapport with the second student, the first one can move on to another training situation.

Varied learning methods can be used. Employee evaluation of the student makes the employee become a part of the class. Lectures by department managers, supervisors, or other employees make their jobs better understood by the student in the community classroom. Field trips are also very important and should be included.

Community classrooms are operated at a place of business. A certified teacher coordinates the instruction with the employer.

For program success, students should be very closely observed by teachers, employee supervisors, and school staff.

During the first 10 to 30 days, the students may be afraid of the new environment. The teacher should use this time to establish with them the company's rules, regulations, and dress codes, and their enforcement. Students also should be informed about class operation and performance expectations. Certain general skills and operation of equipment also should be taught at this time.

By using the "management team" concept during student training, the teacher will have more time for the total class. This method works as follows: Of twenty students in a class, four or five will be more advanced than the others. The teachers should look for this leadership and let students elect managers of their class, section, or department. Next, the teacher meets with these managers to provide them with managerial techniques, motivation, and communication with employees. These "managers" should be rotated and allowed to select an assistant whom they will train. These assistants then become "managers" and train their own assistants, thereby creating still another learning situation.

A teacher in industry or business has an advantage over the regular classroom teacher, because learning materials, test books, employees, and help of all kinds are available from various businesses. The real environment of different departments and people provides class flexibility that never can be truly duplicated elsewhere.

Job placement is more in evidence in the community classroom because personnel and management can see what the students have learned and can personally observe their competencies.

Use of the community classroom method has a number of advantages. It unites the teacher, school, and business in a working and learning situation. This methodology is more economical in that costs are held to a minimum because the company provides the facilities, equipment, and services. Students have more opportunity for hands-on learning activities and for the development of human relations skills; both are essential for success on the job.

Boom in Business Book Sales

Inflation and the changes it is forcing in business methods have created an explosion in the sale of business books.

Tom Paynter of Waldenbooks, a 600-store national retail chain, says the big increase in the sale of business books is most evident in the consumer-oriented publications. Many of these books seek to answer the perplexing personal finance problems created by inflation.

In addition to textbooks and how-to business books, the best-selling titles deal with the stock market, investing in general, taxes, insurance, and collectibles, such as antiques and postage stamps. Popularized works on business law, accounting, and government regulations sell well, as do the many how-to career books.

Using human resources and motivating people are among the currently trendy fields for authors of business books. The conflict between career and family, the problems of two-career couples, and women in business are other timely topics.

California Business Education and the Youth Initiative

Merle Wood, Specialist in Business Education
Oakland Unified School District

Educators have a great deal of interest in the Federal Youth Education and Employment Initiative, which proposes to mount a special national effort to provide vocational and basic education to disadvantaged and unemployed youth, primarily in the cities. Business education is not alone in its contention that it can be a prime delivery system to help accomplish the objectives of this particular initiative. Many other disciplines and agencies are making the same claim. Yet, a number of unique circumstances put business educators, if they are alert and aggressive, in a strong position to try to secure a significant portion of the proposed funding. As this article is being written, the amounts to be granted, the agencies to be funded, and the specific details of the program guidelines to be established are uncertain. However, there is an indication that enough movement is going to take place for business educators to prepare to be involved. Indeed, business education has been preparing for years for just this kind of challenge. Yet, much remains to be done.

The City Scene

Some business educators fear that business teachers in noncity situations will not support a strong national move toward developing and refining strategies to assist the cities' unemployed and disadvantaged youth. This is probably not true. If true, it is tragic because it is self-defeating. Although a major target of the proposed initiative is this visible, special population in the cities (according to repeated national studies), more disadvantaged persons live in suburban and rural America than in the cities. These students are simply less obvious. Thus, it is advantageous for all business educators to support and contribute to solving the problems of the unemployed and disadvantaged youth, wherever they live.

The majority of breakthroughs and innovations in business education, generally, have been initiated in the larger school districts and cities. This situation does not infer the superiority of metropolitan business education systems or staff. These advances, instead, have occurred because of the obvious concentration of business education resources, staff members with speciality training, access to support services and personnel, large district commitment to innovation, special funding, unparalleled community resources, and so forth. The smaller communities profit from city-developed programs, because spin-offs, special applications, new materials, new methodology, and so forth, have been developed and transmitted to smaller departments of business education.

Ready to Serve

Many of us remember our complaints over the years that a number of business education courses and programs served as places to "dump" students with less than average scholastic ability. Although this was an unkind term to use, this practice, undeniably, did exist in a majority of the nation's school systems. We also recall that we had a certain amount of pride because school administrators recognized our departments as having the personnel and the programs that could and would help these young people, whereas many other departments within the schools could or would not. Now, however, this very factor, our more than 20 years of experience in working with the complete spectrum of students, can only be viewed as a blessing in disguise. We developed the skills and systems for teaching the disadvantaged student.

We developed entirely new programs for students with less than average ability or with personal or social problems. New programs and courses included both personal use and vocational business skills. We concentrated on strengthening course content on the basics—reading, writing, and computation. We saw many business education text materials from publishers being redesigned to have special appeal and

We are able to reach and teach a broad range of students through open-entry/open-exit, modular, individualized, and flexible instruction.

application for the tens of thousands of disadvantaged students whom we were serving across the country. Colleges, universities, and state departments of education were fostering special courses, workshops, and publications to help us develop special methodology and procedures for teaching this very special school population. In the past 15 years, state, regional, or national business education conferences rarely have not had several section meetings dealing with the teaching of disadvantaged students.

Individualization of Instruction

Perhaps the single most important change in our teaching from 25 years ago is our awareness of the possibility, with both modified methodology and funding and administrative support, to teach on an individualized basis. Through this system of open-entry/open-exit, modular, individualized, and flexible instruction, we are able to reach and teach the broad range of students who come to us for instruction. Through our system of competency-based instruction, we are willing to be held accountable for students' learning because the system permits, indeed it demands, that students learn. Much of our growth in the use of modular instruction in California came from the Bureau of Business Education's *California Business Education Program Guide for Office and Distributive Occupations (CBEG)*, published by the State Department of Education in 1973, which served as a guide to encourage us to move to an entirely new system of instruction. Development and dissemination of the California Curriculum Units in Business Education's (CCUBE) 16 core units guided us in the use of small competency-based modules that could be taught and learned in a number of flexible environments. We have seen students respond enthusiastically to this new style of learning. Attendance improved, positive changes in attitudes occurred, and students came to *know* that they were learning.

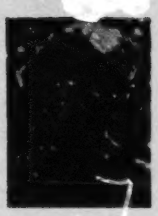
The Job Market

The final condition that favors our high involvement in the Youth Education and Employment Initiative is the number of clerical job openings projected by the U.S. Department of Labor. The current shortage of entry level office employees across the country continues to grow. Business *must* have the typists, bookkeepers, receptionists, office machine operators, and others necessary to operate the offices of the country. A projected need exists for *16.6 million* new and replacement entry-level clerical workers during the 1978 through 1990 period. This number is the largest growth projected for any job cluster.

Summary

The current projected severe shortage of entry-level clerical workers and the over four million disadvantaged and unemployed youth should cause school administrators and political figures, perhaps, to consider that both problems might be solved at once. Add to this situation the fact that business education exists in virtually every hamlet, town, and city in the country. Then add the fact that business educators are trained, prepared, and ready to expand and extend their *proven* system of teaching the disadvantaged student. Our field does have the staff, the technology, and the resources to deliver the training needed by the disadvantaged and unemployed youth of this country.

However, we do live and work in a political society. No matter how obvious it is that we should be highly involved in the youth initiative, there is no assurance that we will be. Each of us, as business educators, needs to communicate to site administrators, local business people, and state and national legislators that we do have these many strengths. We, surely, need to belong to and participate in our professional associations. It is through individual and group power and commitment that movement happens.



CETA Secretarial Program

Phyllis Laranjo and Peggy Hannawell, Business Education Teachers
Santa Ana College

In 1975, Rancho Santiago Community College District and the federal government entered into a joint venture—a partnership designed to allow CETA funded students to learn clerical office job skills as they worked side-by-side with the regular community college students. The original implementation of the program consisted of a few students at one site. Today, over 200 CETA students attend classes at six sites located throughout the district. The most recent training location is at Santa Ana College, where, according to Richard Brunell, Dean of the Business Division, students attend classes and may earn up to ten units of college credit while they complete office skills training.

Kathy Lusk, Dean of Occupational Education, explained that the program tries to simulate working experiences as much as possible. Students have a 30-hour week, which is monitored with a time clock. The training program lasts two to six months, depending on the individual.

The CETA training program begins with evaluation and referral, then counseling and training. Student evaluation and referral is completed at the Language and Assessment Center, where students are tested and referred to the program which will best meet their needs. Basic beginning training programs are offered at all facilities except the Santa Ana College site, which offers intermediate and advanced classes.

Personal counseling is an integral part of the overall success of the training program. Upon entering the program, students are assigned a counselor who is available to help in such matters as child care, housing, health, financial and/or other personal problems which could adversely impede the learning process.

The training program consists of open-entry/open-exit classes structured to allow students to work at their own pace. All programs emphasize the basic business skills—typing, filing, spelling, business machines, and office procedures. Many sites are equipped with specialized equipment for teaching word processing concepts and applications. In addition, students who have limited abilities in English are channeled into ESL (English as a Second Language) classes to upgrade their language skills.

Audio and audiovisual materials supplement text, workbooks, and simulations in the classroom. The classroom format emphasizes competency-based instruction and "learning through doing." Every month all students are evaluated to determine their progress in the program subject areas and their readiness for employment.

When the students are job ready, interviews are scheduled with the help of a job developer. The students participate in setting the criteria for the position for which they are most eligible. Important considerations include transportation, job location, experience requirements, and skill level.

CETA requires that 70 percent of the funded students be placed on a job within six months after entering the training program. The district has been very successful in achieving this objective. On occasion, 100 percent of the students have been placed in the job market, with a respectable average of 75 to 80 percent overall placement rate.

The success of any program is measured by results. Follow-up studies indicate that a majority of employers are indeed pleased with employees who have received training in the CETA clerical programs offered by the Rancho Santiago Community College District. Many employers have recruited additional employees from graduates of the program. This in itself is a true indication of success.

Instructional Program for Bilingual Executive Secretaries

Elizabeth J. Kepner, Coordinator of Vocational Education
San Diego Community College District

Seven years ago the San Diego Padre Hidalgo Center, in conjunction with the Liga Femenil de San Diego, was seeking ways to improve the Latina woman's life situation. At the same time, San Diego businesses were indicating a need for bilingual clerks and secretaries. It was a natural joining of efforts for the center and the San Diego Community College District to cooperate in an educational program to train bilingual persons for such jobs.

Classes providing training in bilingual business vocational skills were already being offered. Planning and cooperation between the center and the community college district resulted in the organization and offering of a bilingual clerical training program that covered language skills, business mathematics, business education skills, and personal development, with supportive counseling, job application skill training, and job placement. The first class of 50 women graduated in June, 1975, with a second group, which included some members of the first group still in need of instruction, graduating in October, 1975. The rate of placement was excellent, and the degree of personal satisfaction and growth of the students involved, plus an increased industry demand, inspired the Padre Hidalgo Center and the community college district to add a program for bilingual executive secretaries.

To provide proper training facilities, the community college district remodeled three rooms at Harbor View Adult Center, painting, carpeting, relocating entrances, expanding room capacities, and providing appropriately placed electrical outlets. A typing room, a business skills center, and a simulated office were developed. The typing room, planned to provide 28 instructional stations, was equipped with new L-shaped desks; secretarial chairs; electric typewriters with interchangeable Spanish and English elements; machine transcription units; and files. The business skills center was furnished with flat tables, calculators, and two typing areas. The simulated office was developed to provide seven secretarial stations; each desk was equipped with a telephone extension, calendar, in and out baskets, machine transcription unit, dictionary, and secretarial reference manual. One of the seven stations was placed near the door to serve as a reception desk. Office supplies, textbooks, and instructional supplies were ordered and stored in files in each room. The bilingual executive secetarial program facilities were ready.

As the facilities were being developed, the program course content was determined by close cooperation between the Padre Hidalgo Center and the district, involving instructors, counselors, community members, and administrators from both groups. The resulting program was an intensive, one-year course, with students attending five days a week, studying such subjects as typing, shorthand, business machines, accounting, business mathematics, filing, business Spanish, business English, and office procedures. Skills needed for job application are also studied, including grooming, human relations, assertiveness training, and getting and keeping a job.

Not only has job placement been excellent, but also the salaries offered have been considerably above average.

From the beginning, students in the first bilingual executive secretarial class established a remarkable rapport among themselves. The majority of the class had no business skills and had never worked in the business world. The overall atmosphere was one of caring about and for each other, with constant encouragement, bolstering, and reinforcement. No one was allowed to feel worthless or unemployable. The individual students made impressive progress; and, of the 23 graduates from the first offering of the bilingual executive secretarial class, 17 are still employed nine months later. Not only has job placement been excellent, but also the salaries offered have been considerably above average. Perhaps the best accolade for the program has come from the participants. Nearly all the letters and notes of gratitude written by the stu-

dents (practically every student wrote one) and sent to the Padre Hidalgo Center, the community college district, and the instructors have included phrases that said, in essence: "You have changed my life. I can't thank you enough."

The San Diego Community College Harbor View Adult Center and the Padre Hidalgo Center are presently working on plans to offer another bilingual excutive secretarial class and expect to serve another group of students seeking secretarial skills and attitudes which will help them achieve their goals. It is a satisfying prospect.

A New Thrust for California Vocational Student Organizations

A new thrust for vocational student organizations in the eighties has been fueled by financial incentives provided to the school districts and the State Department of Education to expand and improve vocational student organization activities as part of vocational education curriculums.

In 1979, the state Legislature appropriated $500,000 as part of the Assembly Bill 8 legislation to the State Department of Education to expand state services to the five vocational student organizations in California. These funds, allocated by the legislation, are to be used for the following purposes:

- Student leadership development
- Executive and advisory committees
- Maintenance of membership and financial records
- Leadership and competitive events conferences
- Development and dissemination of instructional materials
- Adviser in-service and preservice training
- Consulting services
- National organization affiliation activities
- Expansion of the use of state and local fair activities and facilities in vocational education

In 1979-80, these expanded services, made possible by the Assembly Bill 8 legislation, resulted in a 20 percent increase in student organization participation.

The Assembly Bill 8 funds made a significant impact on the quantity and quality of FBLA and DECA regional and statewide programs and activities, but they did little to solve a major problem facing chapter advisers at the school level. Because of increasing budget constraints, school districts were reducing the resources available to chapter advisers for supervising student organization activities. As a result, many advisers were limited in their ability to make student organization programs and activities available to their students.

In the spring of 1980, a proposal to provide up to $450 of Subpart 2 federal funds to school districts for each student organization in the district was approved for 1980-81. The intent of the Subpart 2 allocation for student organizations was to ensure a base level of support for each local chapter adviser to pay expenses associated with supervising the activities of the local student organization.

It appears that 1980-81 will see an additional 30 percent increase in student participation in FBLA and DECA. The commitment of resources to vocational student organizations is clear evidence of the confidence the state Legislature and vocational educators have in the student organization teaching strategy as a method for preparing our young people for the world of work. Because other surfacing priorities are competing for state and federal funds, we must continuously justify the need for and produce results from our student organization resources.

Individualized Instruction in Typewriting for Handicapped Students

Pearl Leland, Instructor in Charge of the Office Administration Learning Center, and
Dorothy Cooper, Instructor in Charge of Handicapped/Vocational Students
Los Angeles Valley College, Van Nuys

Handicapped students who want to learn how to type have been mainstreamed easily into an individualized open-entry/open-exit typing program in the Office Administration Department at Los Angeles Valley Community College. Presenting the lessons individually to students through the use of slides and tapes enables these students to be enrolled in the same classroom and to proceed through the same lessons as a regular student. The "office style" arrangement of the classroom makes it possible for students in wheelchairs and students who need special equipment to integrate into the total environment.

Physical Facilities

Two large typing rooms in the Office Administration Department have been opened up by removing part of one wall to create a learning center. One room has 45 clustered typing stations. (Five of them are carrels.) This room is used for first-semester typing. The use of acoustical movable walls divided the second room into four separate areas. One area has 30 typing stations for the second-semester typing students. The second area has ten private stations for shorthand students. The third area is the word processing center. The fourth area is the section where the special equipment for the handicapped students is placed. This arrangement places the handicapped area beside the word processing area, which becomes an integral part of the center.

Personnel

Many people are involved in helping the handicapped students to succeed in typing. The coordinator of special programs, the instructor in charge of the learning center, and the instructor in charge of the handicapped students, who has a background in social work and a counseling credential, have developed, organized, and promoted the program. Also, they are now responsible for its operation and success. Besides these three people, the instructors assigned to the center and the paraprofessionals providing individual assistance needed for the blind, deaf, and severely impaired students work with this group and help to mainstream them into the overall program.

Equipment

Besides the regular typewriters in the classrooms, three IBM, Model "D," typewriters with the special adaptations designed for people with functional writing disabilities have been purchased by the Office of Special Programs. The typewriters are controlled by computers built into the machines. The control unit is a logic system which converts input signals into instructions to the typewriter. Each key has a different code. The students have to memorize the codes and learn to listen to the electronic sounds which activate the computer.

The Possum System has certain attachments which include a suction tube, specifically designed for people who have control only over their breathing; microswitches for people with limited movement in their arms and hands; and an expanded keyboard for persons with high spasticity. These attachments are useful to students with multiple sclerosis, muscular dystrophy, rheumatoid arthritis, spinal injuries, polio, or cerebral palsy. They may also be of value to people with sight and perceptual problems. The mastery of using the special attachments requires patience, comprehension, discipline, and perseverance. However, the reward of being able to communicate with ease over an extended period of time far outweighs the challenging work that goes into learning the system.

Procedure for Mainstreaming

When the student first arrives at the center, the instructor assigned to the handicapped students and the instructor in charge of the center assess the student's special needs. Each student, whenever feasible, is encouraged to learn to type on a regular typewriter. For example, the one-handed students are placed on a regular typewriter and learn the one-handed fingering for either the left or right hand. If a blind student needs a reader or if a deaf student needs an interpreter, one will be assigned; but the student is still typing on a regular typewriter in the classroom with the assistant. Also, those with impaired sight can use the regular typewriters by using the special equipment, such as the Visualtek Read/Write System, which magnifies both the students' typing and their textbooks.

Students needing the special typewriters are assigned to the section where the special equipment is placed.

After the handicapped students have been assessed and placed on the regular or special typewriter, they are treated as any other student. When they come into the classroom, they check in with a time clock; their work is submited in a progress folder; and they must meet all the attendance requirements of the other students.

Special equipment enables the handicapped to learn typing.

Observations

When the Office Administration Department started the learning center five years ago, the main purpose was to meet more readily the needs of the working student. Since then, the purpose of the center has been expanded to include meeting the needs of a wide variety of students—the educationally advantaged, the educationally disadvantaged, the senior citizen, the returning housewife, and the handicapped. The center is open from 8 a.m. to 9 p.m. daily, except Friday, when it closes 3 p.m. It is also open on Saturdays from 8 a.m. to 2 p.m. At present, over 600 students are enrolled each semester.

The "office style" environment creates an atmosphere of friendliness, bubbling activity, and stimulating encounters. The general climate motivates most students to perform well. The handicapped students, as well as all new students, arrive and are overwhelmed in this environment at first, but in a few weeks they are a part of the total bustling scene.

Recognition for Your Department:

The California Business Education Association Award of Excellence

Richard S. Marlow, State Chairman, CBEA Service Recognition
Monta Vista High School, Cupertino

Are you a part of an *outstanding* business education department? Would you like to receive recognition for your effort? You can! How? Read on—and act soon!

Through a cooperative project of the California Business Education Association (CBEA) and the State Department of Education, a program has been developed to identify and give recognition to the *team effort* of business education department members who have achieved identified standards of excellence.

The Award

The CBEA Business Education Award of Excellence is given only to those business education departments which have achieved the standards for excellence as determined by the California Business Education Association. A department within any school—college, high school, private school, adult education program, regional occupational center, junior high school, and so forth—is eligible. Your department is eligible!

The award is a certificate signed by the presidents of the state association and from the section in which the department to receive the award is located. The certificate has a gold seal of the official CBEA emblem affixed to it and lists the school year in which the award was made.

A document listing the specific standards for excellence is also presented to the recipients of the certificate award. The award, which recognizes the department and identifies the standards for excellence that have been achieved, can then be displayed. Those who receive this award will have the name of their department and school published in the *CBEA Bulletin* and in their section newsletter.

Junior Achievement, Inc.

Junior Achievement (JA) is a business-sponsored program which "teaches high school students the principles of the American free enterprise system by helping them run their own small businesses." Started in 1919, JA enrolls about 200,000 students each year in about 8,000 companies nationwide. A JA company typically operates for one academic year, under the guidance of volunteer advisers from a local business. At the beginning of the year, students decide what they will produce and sell.

The students sell stock to families and friends to raise the money to buy materials. They elect officers and set up books in conformance with charts, forms, and manuals provided by the JA organization. After producing, promoting, and selling their products, they distribute any profit to the original shareholders and write an annual report.

Approximately 250 independent JA organizations do the work of recruiting and training advisers; coordinating with school districts on recruitment of students and maintenance of academic standards, if students receive course credit; keeping records; and selecting outstanding achievers for participation in the national JA convention.

Each of these independent JA organizations is supported by contributions from local corporations. Members of the business community serve on the board of directors of the local organization and help with fund raising.

The Application

To apply for this award, department staff must complete an application form that is available from the CBEA State or Section Service Recognition Chairperson.

The completed application is to be submitted to the Section Service Recognition Chairperson prior to the section's winter/spring board of directors' meeting. The specific deadline date will have been publicized by the individual section publications editor.

The Standards for Excellence

The criteria used to determine the degree to which a department has achieved the standards of excellence are listed as follows:

- Provides personalized instruction and guidance designed to meet the individual needs of students
- Prepares students for employment and advancement in business occupations
- Prepares students to function as competent consumers
- Ensures that the business education program is available to all students
- Actively promotes and recruits student enrollment in business education courses
- Supports the development of leadership and technical competencies through business education student organizations
- Provides instruction which instills within students an appreciation for the dignity of work
- Provides opportunities for students to perfect job skills through work-related activities
- Certifies students who have attained employable standards
- Assists in the placement and follow-up of students
- Consults with members of the business community on the content of the instructional program
- Provides instructional programs which reflect local, regional, and national needs
- Ensures that occupational programs are comprised of sequential units which are based upon identified employment skills and standards
- Uses instructional equipment, facilities, and materials which simulate those found in the employment community
- Promotes interdisciplinary and articulated relationships within the total learning environment
- Maintains a mastery of current teaching methods and subject matter
- Assesses continually the instructional program in order to institute modification and improvement
- Supports and participates in professional organizations

Presentation

The award is to be presented at the awards program or spring conference of each section.

The section service recognition chairman will notify those who are to receive the CBEA Business Education Award of Excellence. All members of the department receiving the award will be encouraged to attend the function. Key administrators of the school and/or district will also be invited to attend.

Which R & R Are You Pursuing?

Jon Nowak, Business Education Program Specialist
Long Beach Unified School District

How is your R & R progressing? Have you been satisfied with having others do your recruitment for you? Do you think the role of the counselor is to fill your classes? Has the enrollment in your school been declining? Is shorthand enrollment falling? Are your secretarial courses filled predominantly by females? What are you doing to recruit and retain students in your business education department?

There are some alternatives to doing nothing about these situations. Simply talking about how things used to be in the "good old days" does not help one iota. As a district administrator supervising business education, I was able to visit each junior high school typing class. What an experience! The purpose of the visitations was to give guidance to these students who later could form the nucleus of our advanced business classes at the senior high school level.

After talking to over 2,200 typing students, I reached the following conclusions: (1) the average junior high school student was generally unaware of the wide variety of business courses available at the senior high school level; (2) most students desired to be in a management or owner position but had thought little about high school or college courses which could prepare them for higher echelon positions; and (3) students who had thought about career choices but who saw no relation between their choices and entry-level jobs available during or immediately after high school. I understand from senior high school business teachers that these visitations were very helpful. In fact, one high school reported a 50 percent increase in students taking shorthand—with 47 sophomores enrolled!

There are many effective recruitment techniques other than having a district administrator visit classes. Some business education departments have developed attractive brochures; some have had well-advertised open houses; still others plan presentations about their classes as part of the school's one-day curriculum orientation session in which students visit various classes on campus. One teacher supervises the writing, publication, and distribution of a class newspaper which includes the names of many students. (Students love to see their names in print.) This newspaper is shared with parents, business people, and other students in the high school. Several students have been hired by business people who have read about a particular pupil's qualifications in the newspaper. One young lady is now a successful insurance agent.

Other recruitment ideas which have proved successful in our district include using former students to recruit, having a booth at the annual career/college exploration fair, and having business teachers visit classes in other departments.

Most students desiring to be business managers or owners had thought little about courses that could prepare them for these positions.

Cecile Caswell and other contributors to the Vocational Education Equity Project (VEEP) for Santa Clara County have many suggestions for recruitment, which are apropos to business education. These include the following:

1. Use nonsexist course descriptions and nonstereotyped course titles.
2. Encourage females to take more math to prepare for requirements of "male" occupations.
3. Invite parents on field trips where nontraditional work roles exist.
4. Stress the necessity for both sexes to be able to work.
5. Encourage teachers, administrators, and counselors to take vocational courses.
6. Raise the consciousness level of parents about the need for vocational training through written communiqués and personal contact.

Now that you have recruited students, how will you retain them? One technique which has worked well is to develop a partnership relationship between members of the class. Students can be encouraged to work together for portions of the class. This method works especially well in a simulated office environment.

A very effective and often unfortunately overlooked technique is to praise positively students for work well done. We all need positive strokes! Try it! It works wonders.

It is also helpful to develop rapport with local professional associations, such as the Independent Insurance Agents, American Management Association, and Executive Women International; and with those organizations representing certified public accountants, sales and marketing executives, and legal secretaries; and with other related associations. Make sure to enter eligible candidates into contests sponsored by these organizations and other groups.

Continuously discussing successful previous placement efforts and using former students as guest speakers are two of the most important retention techniques available.

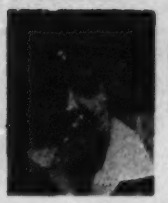
Graduates are eager to share placement information with your classes. Keep a file on all of your students so you can plot their progress after they leave your class. Encourage them to stay in touch by phone or letter.

Recruitment and retention (R & R) are ongoing. Perhaps you could share your successful R & R techniques with our readers. Send in your ideas to: Gary E. Thompson, Program Manager, Business Education, Vocational Education Support Services Section, 721 Capitol Mall, Sacramento, CA 95814. If there is a good response, a follow-up summary will be published in *Trends in Business Education.*

Which R & R are you pursuing? R & R (rest and recuperation) cannot come until R & R (recruitment and retention) have been achieved!

Computer-Surveillance

According to Carl Hammer, Director of Computer Sciences for the Univac Corporation, as business computer systems amass more and more valuable information in American offices, companies will be forced to adopt "Nazi-like systems" to protect this information. The number of computers used by business is expected to rise sharply from about 400,000 in 1980 to several million by the year 2000, and computer security will become a number one priority. Persons who want to work in computer environments will have to agree to work under surveillance.



Paralegal: A New Career Goal for Business Students

Louise Hackett
Pacific College of Legal Careers, Sacramento

Students who take business classes at the high school or postsecondary levels have a common personality trait; that is, they respond to the inherent dignity of order.

Teachers sometimes lose sight of why students register for nonrequired classes. Either they have plans which require the knowledge imparted by a particular class, or they are attracted by the content and are exploring. Sometimes both reasons apply. Business education teachers have a responsibility, therefore, to be informed of ever changing career fields and opportunities and to help students focus on their strengths and develop goals. Motivation comes from incentive; goals create incentive.

If you have had any dealings with the legal field in the last several years, you have heard "paralegals" or "legal assistants" mentioned, without doubt; but where do they come from? What do they do? What opportunities does this burgeoning field hold for business students?

First, by way of definition, the words *paralegal* and *legal assistant* are interchangeable. The point has been argued *ad nauseam,* but a clear difference has never emerged. Simply stated, attorneys in both the private and public sector have found it necessary to seek a less expensive way to provide legal services. Paralegals can do much of the work previously thought to be strictly in the realm of the attorney, and one attorney working with several paralegals may accomplish as much as several attorneys. This approach permits the firm to function more economically and frees attorneys from routine duties. Since paralegals operate within guidelines established by their employers, they are not required to have the long years of formal education which attorneys must have. Business training is ideal.

Paralegals generally fall into two categories: (1) research and technical; and (2) office administrators. In many offices, technical work, such as drafting of pleadings and maintenance of tickler systems, are performed by the legal secretary. However, attorneys who use their legal secretaries as research assistants are confronting them with a continuous priority conflict.

Research and technical assistants handle routine client interviews, gather facts, research legal questions, prepare pleadings and forms, check court records, and do many activities requiring mobility both in and out of the office.

Office administrators assume responsibility for personnel management, equipment acquisition and maintenance, workflow systems, accounting and billing control—all tasks requiring that they be on hand during working hours.

Yet both are paralegals.

Educational requirements vary with job descriptions, but, generally, an aspiring paralegal should have some academic experience beyond high school, mature attitudes, and work experience either in or out of the legal field. Gaps in one's background should be filled on an individual basis, with the help of a *knowledgeable* counselor.

Roughly 35 schools in California offer paralegal programs, some only at the postgraduate level. Some state colleges and the University of California offer classes through extension programs.

California currently has no certification requirements, but most schools with serious paralegal curricula have or are seeking accreditation from the American Bar Association (ABA). To receive this accreditation, the program must have been in operation two years and have graduated students. It must have been accredited by a national accrediting commission and consist of at least 60 semester or 90 quarter hours. The program must have a full-time director of paralegal studies. Since many schools are unable or unwilling to devote the resources required, ABA accreditation is somewhat rare.

Paralegals can do much of the work previously thought to be strictly in the realm of the attorney.

Of special concern to prospective attorney employers is the work experience component of any training program. Hands-on experience in research, writing ability, and human relations skills are vital to high level on-the-job performance.

Paralegals are currently being used in most private law firms, and the demand from governmental agencies is growing at a rapid rate.

High school business students are primary targets of recruiting efforts for legal secretarial and paralegal programs. The lateral flexibility of the job market and upward mobility afforded by the expanded use of paralegals make this career one of the most exciting and secure jobs available to high school and postsecondary students. While teenagers will have difficulty establishing the credibility necessary to launch a paralegal career, they are welcomed in secretarial positions, which are natural transitions into legal assisting. The promotion of experienced legal secretaries is creating a broad range of openings for young clerical and secretarial people. A student considering law school scarcely could find a better opportunity to explore. Yet, because very few high school students know anything about this career opportunity, many qualified people miss the chance to enter the paralegal field.

Paralegals are currently being used in most private law firms, and the demand from governmental agencies is growing at a rapid rate.

The attorney's primary function is to guide a chaotic situation into order. Those students who seek out business classes are exhibiting a bent toward and an interest in the dignity of order. Those of us who are aware of the legal profession's desperate need for trained, skilled people hope that business teachers will become the needed catalysts to direct young people into this field.

California Association of Distributive Educators (CADE)

Bob Hughes, CADE President
Orange Glen High School, Escondido

The California Association of Distributive Educators (CADE) is a group of business educators committed to the promotion of excellence for marketing and distributive education in California. Our members come from a wide range of backgrounds, including teachers at all levels, teacher educators, and business people. CADE had a 30 percent increase in membership in 1980. Unfortunately, many marketing and distribution teachers are unaware of CADE's existence or purpose.

The U.S. Department of Education has identified office education and distributive education as separate subject matter areas, and CADE strongly supports that concept. We are striving for our own identity and feel that distributive education teachers deserve recognition and representation in the same manner as other areas of vocational education are recognized and represented.

CADE is concerned about the trend away from teaching specific skills and more toward offering a general career education. The marketing field is so vital to the economic well-being of our society that we cannot afford to be grouped with all the other areas and become a general vocational program. We seek recognition as an independent field and want people to realize that marketing and distribution is a unique and distinct vocational program in our schools.

Marketing and distributive education in California is one of the largest vocational areas of instruction. The growing and complex business community is demanding better trained persons to fill the thousands of openings in the field of distribution. Students in California schools deserve quality vocational education that will provide them with the skills necessary for future successful employment and for advancement.

CADE, which is composed of business teachers in all fields of marketing, is vitally interested in upgrading this profession. Members care about curriculum improvement, innovative programs, and personnel development; and they have a deep commitment to professional achievement. CADE is interested in pursuing legislation, appropriations, and ideals that enable it to maintain a desire for excellence. At the same time this organization wants to keep its attention focused on the individual classroom teacher.

This year CADE has taken some positive steps toward helping in certain local programs. We have assisted in the adaptation of special situations involving handicapped and disadvantaged students. These students are of deep concern to us now, and we are facing this issue with a special task force aimed at suggesting ways to help them.

An example of CADE helping teachers involves the recent U.S. Department of Agriculture regulation on the sale of certain food items on school premises. Many distributive education teachers operate successful student stores as part of their training program, and a considerable amount of their sales comes from food items that are not prohibited in some situations. CADE addressed this problem and helped individual members solve some of the issues created by this regulation.

This year CADE is hoping to reach all marketing and distributive education teachers in California. You can help! Inform the marketing teacher at your school or in your district about CADE. If you are a marketing teacher, you should consider how a membership in CADE can help you, your career, and the students you are training.

Fashion Merchandising Program for Handicapped Students

Mary Jane Hassman, Coordinator of Fashion Merchandising
Fremont-Newark Regional Occupational Program, Fremont

An air of excitement prevailed as 30 models made last-minute preparations before the show. This was not an ordinary fashion show but a very special one. Twenty of the models, ranging in age from five to middle age, were handicapped. The other ten were from the fashion merchandising class of the Fremont-Newark Regional Occupational Program (ROP). These students, along with parents, teachers, and local business people, gave their time in a joint effort to promote awareness and understanding of handicapped persons.

And there were *miracles,* too! Tracy Dutton walked! She has been confined to a wheelchair for years, and moving paralyzed muscles takes all the willpower she has. But Tracy, with the aid of two ROP students, walked the length of the runway to model her outfit. Another miracle—Emily Ana talked! She took the microphone from the mistress of ceremonies and said "Hi!" to the audience. She had seen others talking into the mike and decided to try, too. Emily doesn't talk!

As the three models from the Serra Residential Center appeared, cheers came from their fellow residents who attended the show.

Participants gained self-confidence and learned to communicate with each other as well as with the audience.

Preparation for this event had begun three weeks before during a picnic at Central Park in Fremont that enabled the special education students to meet with the ten models from the fashion merchandising program. Students talked and played and shared their lunches while teachers and students in the teacher assistant program from the ROP took slides to be shown at the beginning of the fashion show. A few days prior to the show, the models met again to rehearse their routines and to renew friendships. A local beauty salon cut and curled the models' hair, and everyone eagerly awaited the day of the show.

Students from the ROP fashion merchandising class played a major role in all aspects of planning for the show. Models from this class helped the other models to know what to do and stayed with them on stage. The fashion merchandising students had to write their own commentaries and, as a group, plan and make the decorations. (Commentary for the show was also interpreted for the deaf into sign language.) The major outcome of this event was that participants

Assisted by Debbie Pacheco and John Stipicevich, Tracy Dutton models an outfit for casual wear.

gained self-confidence and learned to communicate with each other as well as with the audience. Proceeds from this financially successful show were donated to the school district for the purchase of additional special education equipment.

The cooperative efforts of two groups made this event possible.

The first group is the fashion merchandising class, a new program this year at Fremont-Newark ROP. Linda Ashley of Heirloom Bridal Salon, one of the merchants supporting this program, made arrangements for the students to give a series of fashion shows at a local restaurant. That was the beginning of the student fashion group known as "Looks Unlimited." Stores that later participated in the program also provided training stations, enabling these students to have on-the-job training.

In addition to assisting in the special education program, these students helped in shows to raise money for scholarships, cystic fibrosis, the Kidney Foundation, landscaping for the California School for the Deaf, as well as for promotions by local merchants. The students performed most of these shows out of school on volunteer time and donated more than 1,500 hours this year.

The second group that provided assistance is the Special Education Master Plan Advisory Committee (SEMPAC), which was formed to promote community and parent involvement in the development of special education programs in Fremont. This committee also helps to raise community awareness of the critical issues which concern the education of special children.

The committee is presently involved with the status of current special education programs, budget issues, and the search for unserved children with special needs.

This special fashion show, an excellent example of a total community effort, was covered by the newspaper and financially supported by local restaurants, service businesses, and merchants. This event shows how vocational education can benefit the community.

Banking Services for Handicapped

A pilot program for hearing- and speech-impaired customers was begun in 1979, with the placement of telecommunications devices (TDDs) in six branches across the state. Similar to a small typewriter with a read-out screen, the TDD is connected via a telephone receiver to a similar device in a customer's home. The technology enables hearing-impaired customers to talk with their bank via the print-out messages. For many years, Bank of America has made available large-print embossed checks to customers with impaired vision. For physically handicapped customers, new branches, as required by California law, are designed with wide parking stalls, ramps, and wider doorways; similar accommodations are made as older branches are remodeled.

How to Become an Employer in One Semester

Pamela S. McKenney, Chairperson, Business Education
Mission Bay High School, San Diego

Most high school business and vocational classes train students to be employees rather than employers. With potential business owners in every classroom, it is vital that instruction at the high school level include entrepreneurial skills. The Small Business Administration reports that 97 percent of all businesses in America are considered small. In California (as reported in the *San Diego Union* of October 26, 1980) the percentage jumps to a surprising 99 percent! Nationwide, nearly half of all small businesses fail in their first two years of operation, and 54 percent fail within the first five years. Dunn and Bradstreet reports that the lack of managerial knowledge and experience causes most small business failures.

At Mission Bay High School (MBHS), students examine and research the rewards, as well as the pitfalls, of managing or owning a small business. MBHS is the district career center for specialty courses in marketing, graphics, and management. The small business management (SBM) class at MBHS is a direct result of recommendations from the center's community advisory committee, which stresses the need for entrepreneurship education at the high school level.

The SBM class, recommended for twelfth grade students and adults, is an ROP-funded, one semester, two-credit course which explores the opportunities, responsibilities, and risks of owning and managing a small business. In designing the curriculum, the teacher used, to supplement her own personal background and experience in small business management/ownership, recommendations from an active subcommittee composed of local small business owners and managers, representatives from the Small Business Administration, and other faculty and district curriculum personnel.

This course of study includes competencies needed for potential business owners and managers. These competencies include management training, in addition to essential skills developed around each student's particular area of business interest. The course begins with the study of the advantages and disadvantages of the various legal forms of ownership. Students are introduced to franchises, new or existing business opportunities, and personal qualities in entrepreneurship. After students acquire a basic understanding of a small business operation, they design and conduct a market research survey to determine the need for the products or services in their area of business interest. Statistics from this survey provide the foundation for the construction of a business plan which allows a realistic, unemotional look at the student's small business dream. This plan could provide the basic foundation for a student to open and manage a small business during its first critical years.

From this point on, all class activities revolve around the student's business plan. Personal interviews, surveys, guest speakers, field trips, community nonpaid internships, class lectures, outside reading, oral reports, and other experiences are directed toward and aid in the development of the business plan.

The management competencies and skills areas include instruction in money-handling techniques, credit, inventory, shortage, payroll, taxes, business records, accounting procedures, communication skills, time management, interview techniques, employee/employer relations, management techniques, salesmanship, and sales promotion.

These management competencies, which the advisory committee identified as being necessary for any person seeking a career in business and/or management, are integrated throughout the entire course.

Nationwide, nearly half of all small businesses fail in their first two years, and 54 percent fail within the first five years.

Varying the method of instruction encourages the students to develop self-confidence as they improve their public-speaking skills, reading comprehension, writing and math skills, as well as the ability to sell an idea or themselves. These skills can be a value to stu-

dents in obtaining employment or for later career advancement.

The continuing involvement of the community advisory committee has given the students numerous opportunities for personal contact with persons in many areas of business. This exposure to the marketplace and the people involved has helped the students become aware of new and innovative career ideas and has added relevancy to the program not normally found in a traditional course content.

Initially, the class was taught as a one-hour-a-day course. In September, 1980, it was approved as a two-hour program with an expanded curriculum, which is currently in the field-test stage. The teaching materials have been adapted from community businesses as well as professional texts. The interrelating of high school age students and adults has proven valuable in that the two groups can exchange ideas and experiences and provide mutual support and encouragement. The class is too new to have follow-up statistics; however, student interest is high at both the high school and adult levels.

Teens' Media Habits

A study conducted in March and April of 1978 in 12 Boston schools revealed that most teens do read newspapers but for only 15 minutes a day. The purpose of the study, conducted by *The Boston Globe's* research department, was to learn the life-styles and media habits of today's young people and to determine how important the newspaper is to them.

The study showed that newspapers are important to today's young people; but, given a choice of radio, TV, and newspapers, most teenagers (58 percent) said they would miss radio very much if they could not listen to it. Only 29 percent said they would miss newspapers, and 17 percent said they would miss TV.

Nearly half the teenage population is already reading daily newspapers, but they are not spending much time with them. More than 76 percent said they have used the newspaper as part of their classsroom work.

Real Estate Programs Flourish

Charles B. Mayfield, Associate Professor of Real Estate and
Real Estate Coordinator, Los Angeles Southwest College

The real estate program at Los Angeles Southwest College offers students and real estate practitioners approximately 32 different courses. Students completing appropriate courses may become eligible for the associate in arts degree in real estate, real estate certificate, escrow certificate, mortgage banking certificate, appraisal certificate, and the condominium certificate.

The Los Angeles Southwest College real estate program study plan offers instruction to meet the needs of students preparing for the California salesperson examination. This preparation includes instruction in required courses as prerequisites for the real estate broker examination and instruction in advanced courses for real estate licensees to improve their professional growth and development in their specialized areas.

To aid the California Department of Real Estate in the area of consumer protection, the Los Angeles Southwest College Real Estate Department offers a variety of continuing education seminars. Current California law requires all real estate licensees to complete 45 clock hours of continuing education prior to license renewal.

Los Angeles Southwest College has achieved local and statewide recognition as one of the leaders in community college real estate education. This newly earned leadership is founded upon an excellent real estate faculty, advisory committee, and alumni association and upon a supportive college administration. The real estate advisory committee has many recognized leaders in this profession. The real estate alumni association's goals and objectives include financial support to needy students in the area of book grants.

The Real Estate Department is composed of professionally and academically experienced instructors who are easy to identify within the local community as real estate licensees. These instructors are also available to students and provide counseling, motivation, and job referral and/or placement within the real estate industry. In addition, support is given to the real estate coordinator by the college administration, college business department faculty, college faculty committees, and the college classified support units.

Because salespersons and brokers support real estate education in California with license fees, California leads the nation in this kind of education.

Real estate coordinators for the California community colleges are college administrators and/or full-time faculty members. Coordinators meet semiannually to share instructional information, leading to greater unity in real estate education offered among California's community colleges. An adjunct to these coordinators is a growing statewide association that helps real estate teachers to provide quality education. In addition, each coordinator, to obtain instructional aids, has access to the California Community Colleges' Real Estate Material Depository.

The real estate consortium is composed of several real estate coordinators who provide recommendations to the California community colleges for audiovisual presentations which are designed to encourage women and minorities to enter this profession by studying real estate courses at local community colleges.

Because salespersons and brokers support real estate education in California with license fees, California leads the nation in this kind of education.

The panel for continuing education in real estate is composed of eight coordinators and eight representatives from across this industry. The panel's role is to recommend acceptable courses and seminars to be taught throughout the California community colleges system.

Real estate education offers all levels of our society the opportunity for economic advancement through this highly complex, diversified field. As a result, there can be substantial impact on the economic benefits to the individual and society.

Entrepreneurship: We Need More of It!

Charles Beall, Teacher Educator, Business and Distributive Education
California State University, Los Angeles

California business education programs at the secondary, postsecondary, and adult levels need to explore fully the implications of instituting an entrepreneurship program/course. The many benefits to students, to the community, and to business education departments could make implementing a program of this type a worthwhile endeavor.

Benefits

Students benefit because they will become familiar with one of the largest forms of business in the United States, small business. Approximately nine million small businesses contribute almost 50 percent of the total business output and account for more than 40 percent of the nation's gross national product. This large number of small businesses increases the chance that your students will one day be employed by a small business and, more importantly, they may one day own or manage their own small business.

The community will benefit because students will have a better understanding of how small businesses operate, how they are an integral part of each community, and how members of the community contribute to the business as customers and/or employees. Equally important, students will have a good start in acquiring the entrepreneurial concepts and skills they will need to own and manage their own small businesses that will add to and revitalize their own local business and economic community.

The business education department can benefit because an entrepreneurship program/course can add a dynamic nature, which may not currently exist, to the business education curriculum. Such a program is an opportunity to offer a "glamour" subject that may create new enrollment. Because of the nature of the subject, this program can attract equally both men and women. Critically, it can bring to the business department new students who have never expressed an interest in general business, office occupations, or other traditional business subjects.

On the basis of some of these benefits, there seem to be few reasons that basic entrepreneurial concepts and skills should be neglected in the business education curriculum.

Implementation Strategies

The entrepreneurship program/course can be implemented in a number of ways, from a capstone course for students who have already taken some business subjects to a course that could attract students who have no business education training. When the course has some momentum behind it, it could even be offered in a two-semester sequence that could incorporate some form of work experience, simulation, or a combination of these patterns. The subject of entrepreneurship may not be a single course at all, but infused in a current business course or courses. Regardless of the implementation design, entrepreneurship must be a dynamic manager/owner skills oriented course, and it should be an integral part of the business education curriculum. Whatever method is used should meet student needs and should attract new students to the business education department.

Enrollment

Based on the current trend of declining enrollments, we must make greater efforts to recruit students. Our efforts over the last few years to attract students into current business education offerings did not increase our enrollment as we had anticipated. To attract new students, we should consider a philosophical change.

The subject of entrepreneurship may not be a single course at all, but infused in a current business course or courses.

We need to consider a philosophy whereby we believe that our students can be employers or bosses, not just employees or workers. We need to recognize that entrepreneurial concepts and skills will hold students in good stead. Many of the entrepreneurial competencies acquired by students are common to those needed by the successful employee. Being able to acquire

management and supervisory skills through an entrepreneurial approach may also attract students who are interested in career advancement positions even through they may not be ready for business ownership. In addition, unique decision-making, risk-bearing, free enterprise, profit-generating, problem-solving, and so forth, competencies will be acquired as well through an entrepreneurship approach. Entrepreneurship is not a panacea, but it may well be the start of something new, prestigious, and necessary in your business education department.

Curriculum

A number of excellent curriculum materials for entrepreneurship already exist, and many more will probably be on the market soon. However, those that are worthy of your investigation now include:

1. *California Business Education Program Guide for Marketing and Distributive Education,* Sacramento: Bureau of Business Education, California State Department of Education, 1979. This guide includes critical competencies in 12 different instructional areas for entrepreneurship. This guide was developed for instructors' use and does not include extensive student-centered content/subject matter or student-centered learning activity packets as do some of the resources listed below. Contact your regional business education consultant for a copy of the guide.
2. *Entrepreneurship Instructional Materials,* Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
3. *Entrepreneurship Learning Activity Packets,* IDECC, 1166 Chesapeake Avenue, Columbus, OH 43212.
4. *Program for Acquiring Competence in Entrepreneurship* (PACE), PACE, P.O. Box 9065, Bakersfield, CA 93389.
5. Small Business Administration (SBA), publications, SBA, P.O. Box 15131, Fort Worth, TX 76119.
6. *Small Business Reporter,* Bank of America, Department 3120, P.O. Box 3700, San Francisco, CA 94137.

Making the Decision

As you consider the possibility of implementing entrepreneurship programs in your curriculum, you need to answer the following questions:

1. Do students and the community need it?
2. How should this program be included as part of business department offerings?
3. Will it provide some new attention-getting dynamics for the department?
4. Will it attract new students to the department?
5. Do enough subject matter materials exist to select from to begin a program?

If you answered "yes" to most of the questions, then it is time to get started. You have recognized the need for "more of it, entrepreneurship," a growth subject for both beginning and experienced business students and for business education departments.

We need to recognize that entrepreneurial concepts and skills will hold students in good stead.

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